DOCUMENT RESUME

ED 133 801 EA 009 020

TITLE Fulfilling the Mission . . . A Program for Excellence, Efficiency and Effectiveness. Volume I. A Design for Competency Based Curriculum. Pre-Kindergarten--Grade Twelve.

INSTITUTION District of Columbia Public Schools, Washington, D.C.

PUB DATE Oct 76

NOTE 132p.; For related documents, see EA 009 019-023

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.

DESCRIPTORS *Behavioral Objectives; *Course Objectives; *Curriculum Design; Elementary Secondary Education; *Models; *Performance Based Education; Program Descriptions; Task Performance

IDENTIFIERS *District of Columbia Public Schools

ABSTRACT

This booklet is one of five related publications that delineate the program developed by the District of Columbia Public Schools for fulfilling the district's educational mission. The heart of this effort is the design and implementation of a districtwide competency-based curriculum for the prekindergarten level through grade 12, plus the development of attendant organizational structures and planning and evaluation strategies. This particular volume focuses on the curriculum design and presents the sequence of behavior tasks that students are expected to perform from the prekindergarten level through grade 12. It also identifies the various skills students need in order to perform these desired tasks. Most of the booklet outlines the general educational objectives for different curricular areas and lists specific performance tasks for students at each instructional level. (JG)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED132801

A DESIGN FOR A COMPETENCY BASED CURRICULUM
PRE-KINDERGARTEN — GRADE TWELVE

VOLUME I

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

FULFILLING THE MISSION...

A PROGRAM FOR EXCELLENCE, EFFICIENCY AND EFFECTIVENESS

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

FULFILLING THE MISSION . . . . . .

A Design For A Competency Based Curriculum Pre-Kindergarten Grade Twelve

Volume I

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Vincent E. Reed
Superintendent

MISSION OF THE PUBLIC SCHOOLS

DISTRICT OF COLUMBIA

To promote excellence by providing a viable and comprehensive instructional program (prekindergarten through twelfth grade) leading to the attainment of knowledge, competencies and skills which upon completion will enable each student to function as a useful citizen.

October 1976

A Design
for a
Competency Based Curriculum
Pre-K - 12

CONTENTS

I.	INTRODUCTION	1
II.	CURRICULUM RATIONALE	1
III.	GOALS AND OBJECTIVES	2
IV.	INSTRUCTIONAL SYSTEMS MODEL	3
V.	SCHEMA FOR INSTRUCTIONAL SYSTEMS MODEL	3
VI.	SKILLS CLASSIFICATION CATEGORIES	4
VII.	KEY TO SKILLS COMPETENCIES	5
VIII.	PERFORMANCE TASKS IN INSTRUCTIONAL AREAS:	
	Art	7
	Business Education	13
	Distributive Education	29
	English - Language Arts	35
	Foreign Languages	43
	Health, Physical Education and Safety	47
	Home Economics	57
	Industrial Arts	75
	Mathematics	85
	Military Science	105
	Music	107
	Science	111
	Social Studies	117
	Trade and Industrial Education	127
IX.	APPENDIX:	
	Definitions	131
	Committee Members	133

INTRODUCTION

It is widely held that the vital center of the instructional program, exclusive of the students themselves, is the curriculum. The Public Schools of the District of Columbia share this point-of-view. Allied to it is the belief that successful educational experiences depend, to a large extent, on a contemporary and organic curriculum, one that shapes up to the historical moment and anticipates the requirements of the next.

The curriculum statements presented herein are in line with the foregoing criteria of relevance and growth. Indeed, the reader should notice immediately the focus on **performance tasks**, the measurable things students are asked to do, and **skills acquisition and development.** The five skills are classified as analytical, communication, social-political, consumer-producer, and self-actualization. A fundamental assumption here is that scholastic achievement hinges on mastery, to a significant degree, of these skills, which implies the acquisition and application of general and specific knowledge within and across disciplines.

The purpose of this document, then, is:

1. To present the sequence of behavioral tasks, along the Pre-K through 12 continuum, students are expected to perform;

2. To identify the skills needed in order to perform these tasks.

There are several good reasons for doing this:

1. Students and teachers will know exactly what each student is to learn and do.

2. One can measure how many students can perform each task and thus infer how well the curriculum is serving the needs of students.

3. Curriculum guides can be written to include the sub-tasks to be learned in each sequence, the evaluation technique for each such task, suggested learning activities, and suggested resources.

4. The continuum can be offered in a sequential manner on an ungraded basis, even though checkpoints are established along the way for evaluation and assessment purposes.

This publication should not be read as a curriculum guide. The reader is referred to other curriculum documents for more specific approaches to curriculum implementation.

A final cautionary note about the curriculum, about any curriculum: first, it is only a point of departure for those who would use it; second, it has value only when it is used; and third, it has incrementally greater value when its use is imaginatively planned. It is hoped that this document will be used.

CURRICULUM RATIONALE

We believe that the students of the District of Columbia Public Schools are entitled to a viable and comprehensive curriculum which reflects:

- a focus on identified needs, interests and abilities which will enable students to function in the world community;

- a delineation of life-related performance tasks;

- a recognition of available alternatives in the instructional program and in the post school experience;

- a commitment to the development of a positive self-concept in all students.

These goals establish the need for a system-wide curriculum which will provide the framework for positive administration, instructional and logistical support and a required systematic evaluation of educational needs and achievement.

GOALS AND OBJECTIVES

GOALS

1. To promote academic achievement by providing a viable and comprehensive curriculum, Pre-K through 12, leading to the attainment of knowledge and skills which will enable each student to function as a useful citizen;
2. To ensure the active participation of all components of the D.C. Public Schools in the implementation of this system-wide competency-based curriculum;
3. To develop a systematic plan for continuous assessment and evaluation of educational needs and achievement.

OBJECTIVES

Each student will have:

1. A command of the fundamental communication skills: listening, speaking, reading, writing, visual and non-verbal skills;
2. A command of the fundamental computational, analytical and problem solving skills that constitute mathematical literacy;
3. The ability to think critically, constructively and creatively;
4. An awareness of the relationship of knowledge and capabilities to adult needs and aspirations;
5. Skills and attitudes necessary to planning one's future;
6. Attitudes and self-discipline necessary to meet everyday situations realistically;
7. Knowledge, appreciation and understanding of literature and the visual and performing arts;
8. Sound physical, mental and emotional health;
9. An understanding and appreciation of intergroup relationships and acceptance of responsibility within the group;
10. An understanding and knowledge of governmental processes and changing political climates;
11. A knowledge and understanding of the cultural, economic, and political backgrounds of the peoples and nations of the world and their interrelationships;
12. An understanding of the need for the attainment of one's economic independence;
13. A marketable skill which can lead to economic independence;
14. The analytical skills which lead to sound consumer practices;
15. The ability to use leisure time wisely and constructively.

INSTRUCTIONAL SYSTEMS MODEL

1. The Division of Research and Evaluation, the Pupil Appraisal Branch, and informal teacher assessments represent sources of information on needs of students.

2. Statements of goals and objectives for the Pre-K through 12 continuum are developed by the Superintendent, the Curriculum Advisory Committee, and the Division of Research and Evaluation.

3. The Division of Planning directs the validation and prioritization of the goals and objectives through an assessment of needs expressed by the school/community.

4. The Office of Instruction and the Division of Planning identify the design elements of the instructional Systems Model.

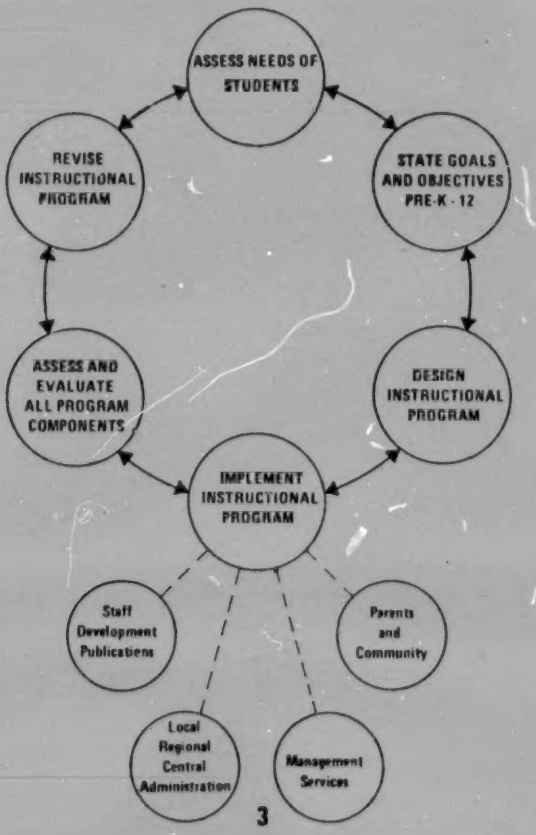
5. The Office of Instruction provides leadership for task forces in the design of program changes and the identification of desired competencies in the various instructional areas of the school program. Writing teams composed of teachers prepare courses of study guides, learning modules, criterion tests, and suggested activities and resources.

6. Teachers and students collaborate in developing identified student competencies and evaluating the day-by-day effectiveness of instruction. Classroom teachers assess learning outcomes on a daily basis for diagnostic-prescriptive purposes and progress reporting. System-wide assessment of the effectiveness of instruction in relation to system goals and objectives is made at specified intervals.

7. The Division of Research and Evaluation and the Office of Instruction continually examine the appropriateness of objectives, the reliability and validity of instructional sequences, and the adequacy of learning materials.

8. The Office of Educational Programs and Services provides coordination of and support for the functions performed by the Divisions of Special Education, Adult and Continuing Education, and Career Development in the implementation of competency-based approaches.

9. The Office of Instruction coordinates the revision of the instructional program based on the assessment and evaluation of program components.



SKILLS CLASSIFICATION CATEGORIES

Students will have competencies in:

ANALYTICAL SKILLS (1AN)	CONSUMER/PRODUCER SKILLS (2CN)
Classifying Sequencing Comparing and contrasting Retrieving information Drawing conclusions Recognizing fact and opinion Summarizing Finding main idea Solving problems Organizing Collecting and interpreting data	Computation Analysis Comparison/contrast Planning Record keeping Fact/opinion Understanding bias/propaganda Product usage Employment skills

COMMUNICATION SKILLS (3CM)	SOCIAL AND POLITICAL SKILLS (4SP)	SELF-ACTUALIZATION SKILLS (5SA)
Reading Writing Listening Speaking Non-verbal Visual	Decision making Problem solving Analyzing information Exercising citizenship Interpersonal relationships Critical thinking Group interaction	Self evaluation Self reliance Destiny control * Maintenance * mentally physically emotionally Self confidence Sense of responsibility Empathy for fellow man Creativity Positive habit formation * Values clarification Psychomotor skills * Choice making Self selection

* *Further consideration*

KEY TO SKILLS COMPETENCIES

1AN	=	Analytical Skills
2CN	=	Consumer/Producer Skills
3CM	=	Communication Skills
4SP	=	Social and Political Skills
5SA	=	Self-Actualization Skills

PRE-KINDERGARTEN-12 CONTINUUM

INTRODUCTION

Art education programs must have objectives and content that effectively meet the following needs of all the students, schools, communities, and the cultures of mankind. Reassessment of the content of visual arts should be continuous in light of current professional goals.

Visual arts in the school program should have four aspects:

1. Seeing and feeling visual relationship;
2. Producing quality works of art;
3. Analyzing and understanding works of art;
4. Evaluating visual art products.

The art program, pre-kindergarten-12, is organized with experiences that place emphasis on different degrees of intensity and complexity in order to broaden the four aspects of art.

The student must perceive, perform, appreciate, and criticize in using creative experiences for his achievement goals. Generally the objectives relate to a body of knowledge particular to art activities. The objectives are determined by the interest, abilities, and needs of the student in relation to his level of growth.

Through art the student is able to fulfill many needs:

1. The need for personal expression;
2. The need for personal achievement;
3. The need for visual literacy;
4. The need for esthetic judgment;
5. The need for cultural understanding;
6. The need to develop talents.

Art

PERFORMANCE TASKS

Elementary Level

The student will:

	1AN	2CN	3CM	4SP	5SA
1. Demonstrate ability to use art media to increase manipulative and organizational skills in drawing, painting, clay modeling, and other creative art activities;	X		X		
2. Use art vocabulary and principles of art orally and visually;	X		X		
3. Sensitize his perception to visual relationships in the environment;	X				
4. Identify media as to their limitations and possibilities for use in art activities;	X				
5. Communicate ideas using forms and symbols of expression that are uniquely his and which promote a positive self-image;	X		X		
6. Think, feel, and work creatively with art media;	X		X		
7. Use art knowledge and skills in personal community life;	X		X		
8. Explore and acquire knowledge of the contributions of other cultures that will develop into works of art: African, Afro-American, Indian, Asian, European.			X		X

Art

PERFORMANCE TASKS

Junior High Level

The student will:

	1AN	2CN	3CM	4SP	5SA
1. Demonstrate and use the language of art which is based on an analysis of the elements and principles of visual art;	X		X		
2. Demonstrate ability to understand these universal fundamentals used in our constantly changing visual surroundings;	X				
3. Clarify and integrate the design elements and principles by creating organized and stimulating esthetic works of art;	X		X		X
4. Demonstrate abilities to use the techniques and skills necessary for final products;	X				
5. Gain confidence in the technical involvement which serves to develop mental and esthetic growth;	X				X
6. Experiment with materials and art media to gain skills to enrich and expand his scope of individual creativity;	X		X		X
7. Demonstrate a development in social experiences from an organized art program that can be translated into a consistent social behavior interaction;	X		X	X	X
8. Develop and demonstrate personal visual discrimination based on esthetic judgments.	X		X		

Art

PERFORMANCE TASKS

Senior High Level

The art program in the senior high school offers interested youth creative opportunities for attaining specific educational objectives. These statements deal with outcomes of student activity and actual classroom approaches and include such concerns as environment, perception, self-concept, creative and original thinking, interpretation of mass media, and creative expression.

By participating in and completing specific activities designed to develop growth in knowledge and skills, the student will:

	1AN	2CN	3CM	4SP	5SA
1. Use line, form, color, texture, and space as a means of visual communication of ideas and feelings;	X		X		X
2. Utilize the design principles in a knowledgeable and sensitive way;					X
3. Analyze contemporary art as an interpretation of and response to today's world;	X				
4. Experiment and effectively use various new and traditional art materials, equipment, techniques and ideas as media of communication;	X				
5. Analyze in a knowledgeable way the heritage of art as a visual communication of ideas and feelings;				X	
6. Investigate the vocational potential in art;		X			

	1AN	2CN	3CM	4SP	5SA
7. Improve reading and verbal skills through the definition and use of a wide range of art terms;			X		
8. Make intelligent visual judgments based on his maturity and experience;	X		X		
9. Understand and use principles of art for his creative processes.					
By participating in and completing specific activities designed to develop creative growth and self-realization, the student will:					
1. Solve problems creatively, decisively, and intelligently;	X		X	X	X
2. Persevere and see projects through to completion;				X	X
3. Make independent decisions as consumer, producer, and citizen;		X			
4. Develop talents and skills which contribute to self-esteem;					X
5. Critically see, appreciate and strive to constructively influence the environment;	X				
6. Transfer the creatively critical abilities and inventiveness developed in art to other disciplines;					X
7. Acquire a better understanding, appreciation, and harmony with mankind and the works of mankind;				X	

1AN	2CN	3CM	4SP	5SA
8. Develop a well-balanced personality through self-accomplishment, self-knowledge, and self-esteem;				X
9. Find creative channels for hobby and avocation activities.				X

BUSINESS EDUCATION

PRE-KINDERGARTEN-12 CONTINUUM

INTRODUCTION

This overview of performance tasks represents the competencies that students should have attained when they complete programs in Business Education, which prepare youth for daily living in our economic society, and in Office Education, which prepare youth for employment in the buinsess world.

The program of course offerings serves a two-fold purpose: (1) to provide general education for all pupils, regardless of ultimate career objective, especially in the social buiness subjects and in personal-use skill subjects; and (2) to provide vocational competence for those students with career objectives in clerical, stenographic, accounting, or data processing occupations. The secondary schools, both comprehensive and vocational, are responsible for providing a broad program of subject offerings which will equip students having varying interests and abilities to perform satisfactorily as entry-level employees. Upon graduation students who complete their study of recommended subjects should possess appropriate knowledges and skills necessary for productive employment.

The curriculum is organized around four major sequences -- accounting and computing, general office clerical and office machines, stenographic and secretarial, and business data processing -- and includes a listing of 34 courses.

In grades 7-8 course offerings are largely exploratory and of personal-use value. Course offerings in the 9th grade provide foundation instruction for careers in office occupations. Specialization for job entry is provided through courses in grades 10-12.

PERFORMANCE TASKS

Elementary Level:

The student will:

Demonstrate his ability to perform a majority of the tasks listed as minimum objectives in language arts, mathematics, social studies, and science as these objectives form the foundation for the development of skills and knowledge required in the attainment of competencies listed for secondary education.

Secondary Level:

The student will:

	1AN	2CN	3CM	4SP	5SA
1. Have a knowledge and understanding of the economic, social, and personal importance of work;				X	
2. Understand the range, nature, and relatedness of business occupations in specific occupational clusters covered during the year;				X	X
3. Understand the need for basic educational skills in the world of work;		X			
4. Identify three main reasons why people work;				X	
5. Identify some costs related to providing food, shelter and clothing;		X			
6. Identify family spending priorities;		X			
7. Compare patterns of spending and realize that values differ from family to family;	X	X	X		
8. Describe how the business system works;	X	X	X		
9. Explain how goods and services are produced by businesses;			X		
10. Identify the five functions of marketing;	X		X		
11. Distinguish between single proprietorship, partnership and corporation ownership;	X	X			
12. Determine the various career opportunities that exist in one average-size business in the local community;		X		X	

	1AN	2CN	3CM	4SP	5SA
13. List eight to ten areas in which the secretary must be knowledgeable;	X				
14. Demonstrate ability to use the phone properly and to locate telephone numbers in a directory;			X		X
15. List the different ways mail is classified;	X				
16. Write, unaided, a personal business letter using proper style and acceptable English and grammar;			X		
17. List the basic parts of a letter;			X		
18. List and define eight areas of duties, qualifications and skills required of a clerical office worker;					X
19. Demonstrate how to open incoming mail without damaging or losing items;	X				
20. Make the necessary corrections on three improperly prepared envelopes to make them mailable;					X
21. Demonstrate proficiency in the computational areas of business (addition, subtraction, multiplication, division, fractions, decimals, percentages);		X			
22. List six business firms in the local community that utilize cash registers;	X				
23. Correctly wrap money and fill out a deposit slip;		X			X
24. Write checks and keep check information on stubs or checkbook register;		X			

	1AN	2CN	3CM	4SF	5SA
25. Prepare a simple bank reconciliation statement;		X			
26. Explain how the bank handles checks written on an account;		X	X		
27. Demonstrate ability to read a bank statement;		X			
28. List six clerical duties performed by employees in the bank;	X				
29. Demonstrate how to endorse checks;		X			
30. Prepare correctly a sales slip for a cash or charge sales transaction;		X			
31. Explain how a charge account operates;			X		
32. Identify the advantages and disadvantages of credit;	X				
33. Explain how a credit record is maintained;	X				
34. Name four different items that may be insured;		X			
35. Identify three factors to consider when buying insurance protection;		X			
36. Explain what a beneficiary is;			X		
37. Identify three factors to consider before investing in savings accounts;	X				
38. Explain how a savings account operates;		X	X		
39. Describe examples of unfair competition;		X			
40. Identify and explain three types of taxes;		X		X	

	1AN	2CN	3CM	4SP	5SA
41. Demonstrate how to read an employee's time card;		X			
42. Compute time worked by employees;		X			
43. Complete simple income tax forms;		X			
44. List seven different types of deductions allowable on the personal income tax form;		X			X
45. Complete an application for employment;	X				X
46. List five carriers used to transport goods from one place to another;	X	X			
47. Know why it is necessary to keep a good inventory and what could happen in the event of poor inventory records;		X			X
48. Demonstrate the skills necessary to fill out order forms;		X			X
49. Compute charges for fares to passengers for long distance travel;		X			X
50. Recognize, identify and use typewriter service parts;			X		X
51. Apply rules of word division, spelling, capitalization and punctuation correctly;			X		
52. Apply proper rules for writing numbers and special symbols;			X		X
53. Use the typewriter to prepare two-column tables;					X
54. Use correct typewriting techniques including proper care and maintenance of the machines;					X

	1AN	2CN	3CM	4SP	5SA
55. Set margins for a variety of line lengths;					X
56. Touch typewrite for a period of 5 minutes at a rate of at least 25 gross words per minute with not more than 5 errors (1.25 s.i.);					X
57. Center vertically and horizontally on any size paper;					X
58. Prepare simple manuscript reports;			X		
59. Produce mailable letters;			X		
60. Type from personal rough drafts and handwritten materials;			X		X
61. Prepare typewritten envelopes and cards;					X
62. Proofread copy accurately;			X		
63. Type on ruled and fill-in forms;					X
64. Round off decimals to one, two, or three places;		X			
65. Use measuring tools such as rules, tape measures;		X			
66. Use maps and travel-time tables;	X				
67. Compute sales taxes.		X			

Secondary Level

ACCOUNTING AND COMPUTING
Recordkeeping, Business Mathematics

The student will:

	1AN	2CN	3CM	4SP	5SA
1. Perform fundamental processes with numbers rapidly and accurately;		X			
2. Relate the principles of business mathematics to everyday problems of a consumer;		X			
3. Understand and be able to use basic mathematical processess in solving business-related problems;		X			
4. Demonstrate a knowledge of practical shortcuts in calculations;		X			
5. Demonstrate skill in reading, interpreting, and solving problems;			X		
6. Recognize terms related to common weights and measures and to convert these terms to pre-unit costs;		X	X		
7. Analyze a problem and identify its individual parts;	X				
8. Construct tables, charts, graphs, and diagrams which describe mathematical functions;		X			X
9. Utilize mathematical computations in personal-use situations, e.g., figuring income tax returns;		X			
10. Demonstrate the ability to verify and prove the accuracy of work completed and to assume responsibility for its accuracy;	X				

Secondary Level

ACCOUNTING AND COMPUTING
Recordkeeping, Business Mathematics

	1AN	2CN	3CM	4SP	5SA
11. Interpret and analyze business papers and records as a user of these records;	X				
12. Identify and explain common accounting terms which might be encountered in daily business activities;	X				
13. Explain the necessity for accounting in business enterprises and government;	X			X	
14. Define assets, liabilities, equity, income, and expenses in order to analyze and interpret various business situations;		X			
15. State the fundamental accounting equation;	X		X		
16. Complete the procedures in the accounting cycle, including journalizing, posting, proving accuracy of records, financial reports, and closing the ledger;		X			
17. Interpret elementary financial statements;	X				
18. Describe each phase of the accounting cycle, as well as the relationship of each phase to the total process;	X		X		
19. Identify source documents, including invoices, checks, receipts, and credit memorandums, and be able to record these source documents in a double entry set of books;	X				

Secondary Level

ACCOUNTING AND COMPUTING
Recordkeeping, Business Mathematics

	1AN	2CN	3CM	4SP	5SA
20. Prepare business forms, including checks, deposits, petty cash vouchers, and payroll records;		X			
21. Explain the "why" as well as the "how" for each transaction being journalized;	X		X		
22. Correlate the use of the special journals and identify the kinds of transactions related to each journal;	X				
23. Explain bank services and prepare a bank statement reconciliation;		X			
24. Explain basic tax laws;	X				
25. Prepare simple income tax reports;		X			
26. Explain the functions of data processing equipment;	X				X
27. Explain the basic differences between accounting for a single proprietorship, a partnership, and a corporation;	X				
28. Demonstrate personal traits which are desirable for successful occupational adjustment and living in today's business world.					X

Secondary Level

FILING, OFFICE MACHINES AND GENERAL OFFICE CLERICAL

The student will:

	1AN	2CN	3CM	4SP	5SA
1. Read and follow directions and assume responsibility for carrying out assignments;					X
2. Use the proper techniques in machine operation;					X
3. Identify the function and purpose of the various types of machines;					X
4. Develop skill in the use of a variety of office machines and related equipment;					X
5. Solve the kinds of problems related to each machine that might be encountered in a business occupation;	X			X	X
6. Recognize and identify a variety of common business forms;	X				
7. Check and evaluate practice work;	X				
8. Handle working papers efficiently;			X		
9. Demonstrate proper care and handling of equipment;					X
10. Demonstrate personal qualities of good business behavior;					X
11. Demonstrate mastery of the fundamental skill processes;					X
12. Demonstrate knowledge of business principles, office organization, and occupational information;					X

Secondary Level

FILING, OFFICE MACHINES AND GENERAL OFFICE CLERICAL

13. Demonstrate a beginning worker's standard of competence in filing, copying processes, or voicewriting machines;

14. Demonstrate the ability to integrate and apply competencies to actual office situations through cooperative education or office simulations.

1AN	2CN	3CM	4SP	5SA
				X
				X

Secondary Level

TYPING AND RELATED SKILLS

The student will:

	1AN	2CN	3CM	4SP	5SA
1. Type letters in block and modified-block styles, with open or mixed punctuation, and include such special lines as attention, subject, postscript, enclosure, and carbon copy notation;					X
2. Arrange and type a left-bound manuscript with footnotes, title page, and bibliography;				X	X
3. Type the many different kinds of business documents and forms in acceptable style;					X
4. Type master carbons, stencils and offset mats;					X
5. Recognize and use proofreader's symbols;			X		
6. Conserve supplies used in typing jobs and use time efficiently to attain the greatest productivity;				X	X
7. Exhibit personal qualities of neatness, promptness, dependability, cooperation, accuracy, and willingness to complete a task correctly;				X	
8. Change a typewriter ribbon correctly and give the necessary care to the cleaning of the typewriter and the work area;					X

Secondary Level

TYPING AND RELATED SKILLS

	1AN	2CN	3CM	4SP	5SA
9. Accept and do all work assigned with the attitudes and work habits required in an office position;					X
10. Utilize the skills needed to find the appropriate types of materials for the information he is seeking; and use the multi-media collection in libraries effectively;	X				
11. Gather data for reports, research, surveys, and other office documents.	X				

Secondary Level

STENOGRAPHIC, SECRETARIAL AND RELATED OFFICE PROCEDURES

The student will:

	1AN	2CN	3CM	4SP	5SA
1. Demonstrate an understanding and appreciation of the importance of the office function;				X	
2. Demonstrate competencies in handling incoming and outgoing mail, filing rules, applications, and systems, and actual duties of the office receptionist;				X	
3. Demonstrate the ability to transcribe mailable letters from shorthand notes at an acceptable transcription rate;					X
4. Rapidly, repetitively, and accurately spell and say the shorthand outlines from previous lessons as the teacher writes the outlines on the chalkboard or overhead transparency;					X
5. Record fluently, correctly, and with good proportion 50 theory words from the chapter as the words are dictated by the teacher at the rate of one word every five seconds;					X
6. Record and transcribe daily theory quizzes consisting of 20 words from homework assignment which will be dictated at the rate of one word;					X
7. Write while pronouncing the words in unison rapidly and correctly;			X		
8. Record brief form outlines fluently, correctly, and with good proportion maintaining 100 percent accuracy;					X

Secondary Level

STENOGRAPHIC, SECRETARIAL AND RELATED OFFICE PROCEDURES

	1AN	2CN	3CM	4SP	5SA
9. Record familiar previewed dictation from the day's homework lesson at the repetitive rates of 60-90 words per minute;					X
10. Record previewed new matter dictation at repetitive rates of 80-120 words per minute;					X
11. Record dictation from new material for 3 minutes at the rates of 70, 80, 90, 100 words per minute and transcribe at typewriter the dictation within a 30-minute time limit, maintaining 95 percent accuracy;					X
12. Transcribe dictation at the typewriter for 3 minutes at the rates of 16-25 words per minute, making necessary corrections in the typewritten copy;					X
13. Apply all information processing skills, e.g., correct spelling, grammar, and punctuation;	X		X		X
14. Write new words and words of average and above-average difficulty accurately with good proportion and without hesitation;					X
15. Determine willingness to take shorthand and develop the proficiency necessary for a secretarial position;	X			X	X
16. Read and write in shorthand the brief forms covered;					X
17. Perform all the tasks listed for typing and related occupations;					X
18. Pass employment tests requiring stenographic skills.	X				X

DISTRIBUTIVE EDUCATION
PRE-KINDERGARTEN - 12 CONTINUUM

INTRODUCTION

The distributive education program deals with the areas of merchandising, marketing and management. It aims to provide educational experiences which will enable the student to achieve success in a distributive occupation. It seeks to develop an understanding of the social and economic responsibility of those engaged in distribution in a free competitive society. Finally, it provides instruction to serve potential and actual school dropouts.

PERFORMANCE TASKS

Elementary Level

The student will:

	1AN	2CN	3CM	4SP	5SA
1. Develop an awareness of the many distributive occupations in the field of marketing and distribution;	X				
2. Formulate wholesome and positive attitudes toward the world of work and the society in which he/she lives;					X
3. Develop a respect for and appreciation of workers engaged in the field of marketing and distribution;				X	X
4. Create an awareness of self in relation to careers in the world of business;		X			X
5. Develop tentative choices of career clusters related to the area of marketing and distribution;		X			X
6. Explore key distributive occupations;		X			X
7. Assess career interests in and personal abilities for the world of business;		X			X

	1AN	2CN	3CM	4SP	5SA
8. Develop a familiarity with occupational clusters related to careers in marketing and distribution;	X	X			
9. Gain significant learning experiences which will lead to making meaningful career decisions;	X				X
Secondary Level					
The student will:					
1. Formulate a tentative occupational plan and a tentative career choice;		X			X
2. Develop skills and knowledge for entry level employment or advanced occupational training;		X			X
3. Formulate acceptable work and job attitudes;		X			X
4. Accumulate significant work experience in a distributive occupation through a cooperative education program;		X			X
5. Develop leadership abilities through the Distributive Education Clubs of America (D.E.C.A.);		X			X
6. Identify the marketing functions that must be performed in order for the product or service to move from the producer to the consumer;	X		X		X
7. Define profits and identify two ways in which employees of a firm can help to increase profits;	X				
8. Define the marketing concept and describe how it would be applied in the production and distribution of a given line of merchandise;	X				X

	1AN	2CN	3CM	4SP	5SA
9. List three ways in which the consumer participates in making decisions about what is produced, how it is produced and how the wealth is distributed;	X				
10. Identify three reasons why consumers prefer to use credit rather than cash;	X	X			
11. Give two reasons for the increased mobility of families;	X	X			
12. Identify three basic economic decisions and the persons responsible for making them;	X	X			
13. List three factors that have contributed to the increase in income in the United States;	X		X		
14. Identify three kinds of industrial goods and services that were marketed before a consumer product can be offered for sale;	X	X			
15. List three operating supplies a school purchases;	X	X			
16. Describe and differentiate industrial goods from consumer goods;	X	X			
17. Classify the various types of retail stores by the merchandise they sell and the form of ownership;	X				
18. List three lines of merchandise sold in convenience stores;			X		
19. Identify the advantages and disadvantages of a sole proprietorship;	X				
20. Evaluate the strengths and weaknesses of the partnership form of ownership;	X				
21. Complete a loan application with 100% accuracy;	X	X			

	1AN	2CN	3CM	4SP	5SA
22. Summarize and present the data for a given business in the form of a balance sheet and income statement;	X				
23. List two ways in which employers expect to gain by sharing profits with employees;	X				
24. Identify three types of governmental regulations affecting a given business and describe the purpose of each regulation;	X		X		
25. Prepare an invoice with 100% accuracy from a given purchase order;	X	X			
26. List five activities required in the marketing of all goods and services;	X	X			
27. List three sources of credit information that would be used in investigating applicants for mercantile credit;	X	X			
28. List and explain the three C's of credit;	X	X	X		
29. Devise a workable collection procedure by which to gain payment from a delinquent customer;	X	X	X		
30. Name and describe three categories of merchandise handling services;	X	X	X		
31. List at least three reasons why sellers offer storage as a customer service to potential buyers;	X	X	X		
32. Name the major items included in the terms of a warranty;	X	X			
33. Identify the three major areas of merchandise information needed by salespeople;	X	X			

	1AN	2CN	3CM	4SP	5SA
34. List three benefits derived by customers who purchase gift certificates instead of selecting and giving merchandise;	X	X	X		
35. Describe at least three reasons why retailers of merchandise have expanded their facilities to include rentals;	X	X	X		
36. Identify several advantages a retailer of services has over a retailer of products;	X		X		
37. Name some of the more important services that businesses sell to consumers;		X	X		
38. Determine through personal interviews the reasons why consumers purchase a selected type of product;		X	X		
39. List the four steps of the scientific decision making process;	X		X		
40. Analyze the reasons why a consumer should purchase a particular product as indicated by the manufacturer and compare these reasons with those determined through interviews and make an oral presentation to the class;	X	X	X		
41. Write a 200 word report of an observation of a personal selling situation that is good, effective and important;	X		X		
42. List four examples of the effect of supply and demand on prices;	X				
43. Name five sources of capital for a typical business firm;	X		X		
44. Calculate the actual advertising rates for local media and analyze them as a businessman would need to do;	X		X		

	1AN	2CN	3CM	4SP	5SA
45. Conduct a short-term research study of teenage buying habits. Develop a research plan, gather data, tabulate, analyze data and write an informal report;		X	X		
46. Select a portable product with several selling features and give a sales demonstration of this product to the class.	X		X		

ENGLISH - LANGUAGE ARTS

PRE-KINDERGARTEN-12 CONTINUUM

INTRODUCTION

This overview of performance tasks represents the competencies that students should have attained in the area of language arts when they complete their educational program, Pre-K-12, in the D. C. Public Schools.

These performance tasks provide a vehicle for students to comprehend ideas through reading and listening and to communicate ideas through writing and speaking. In addition, students are able to explore all aspects of their language, to understand how it works, and to control their use of language. Through the accomplishment of these tasks it is hoped that students will acquire a better understanding of themselves, their relationships to the complex society they face, and the world itself.

PERFORMANCE TASKS

The student will:	1AN	2CN	3CM	4SP	5SA
1. Demonstrate the ability to listen purposefully and attentively;			X		
2. Illustrate a growing confidence in his ability to communicate ideas verbally;			X		
3. Respond to oral directions;			X		
4. Interpret non-verbal ideas;			X		
5. Perceive relationships and classify concepts and data;	X				
6. Demonstrate increased ability to recognize the sequence or organization of events in a selection;	X				
7. Demonstrate accepted pronunication and clear enunciation;			X		
8. Demonstrate ability to decode the sound-symbol relationships;			X		

English - Language Arts

	1AN	2CN	3CM	4SP	5SA
9. Demonstrate ability to apply phonetics, spelling patterns, word parts or context as aids in identifying new words;			X		
10. Illustrate understanding word meanings in oral and written communication;			X		
11. Follow printed instructions;			X		
12. Spell words correctly;			X		
13. Apply strategies that help to recognize words in the context of a passage;	X		X		
14. Write legibly by using correct writing posture, correct letter formation and using writing instruments correctly;			X		
15. Write sentences, paragraphs, letters and reports with clear sentence structure and conventional capitalization and punctuation;			X		
16. Apply skills of written and oral communication to express himself freely in all kinds of situations;			X	X	X
17. Use writing as a means of creative expression;			X		X
18. Recognize and understand the values gained by continuous improvement in oral and written language;					X
19. Demonstrate the acquisition of an increased range of reading and writing vocabulary;			X		
20. Demonstrate knowledge of specialized vocabulary utilized in content areas;			X		

	1AN	2CN	3CM	4SP	5SA
21. Communicate verbally and in writing the five W's of reporting (who, what, when, where, why or how);		X	X		
22. Gather data for reports, research, surveys, dramatizations, record keeping, etc.;	X		X		
23. Use graphs, charts, tables, maps, simple operating instructions and forms;			X		
24. Interpret the meaning of words in written and experiential context such as highway signs, recipes, and text instructions;			X		
25. Skim to find specific information;			X		
26. Find the main idea in stories, outlines, paragraphs and sentences;			X		
27. Use reading in the thinking process to solve problems, draw inferences, draw conclusions, and read with an open and questioning mind to detect flaws in the logic of a presentation;	X	X	X	X	
28. Identify reading selections as fiction or non-fiction;	X				
29. Recognize fact and opinion through pictures, stories, rhymes, riddles and commercials;	X				
30. Interpret the meanings of figurative and idiomatic expressions;			X		

	1AN	2CN	3CM	4SP	5SA
31. Use reading as a study skill to condense ideas by summarizing and outlining; organize ideas by grasping the central thought; interpret the central thought by noting details; establishing sequence and predicting outcomes;	X	X	X	X	
32. Identify and demonstrate effective use of references such as dictionaries, encyclopedias, almanac, Reader's Guide, thesaurus, card catalogue and atlases;	X				
33. Demonstrate good study habits;					X
34. Take useful notes from oral presentation and reading;	X				
35. Acquire meaning from non-print media such as photography, cartoons, television and dramatic presentations;	X	X		X	
36. Compare and contrast events, characters, styles, moods, settings, time and place in the content of literary, historical and journalistic publications;	X	X			
37. Ask questions that are relevant to the topic and necessary for notetaking;			X	X	
38. Prepare biographies and autobiographies; do oral and written interviews;			X		
39. Prove ability to read articles from a newspaper that contains words with irregularities and variant sounds of letters and letter groups;			X		

	1AN	2CN	3CM	4SP	5SA
40. Demonstrate the ability to critically evaluate propaganda used in communication;		X		X	
41. Identify the author's purpose in writing a selection;				X	
42. Recognize the purpose inherent in every communication situation and thereby exercise interest and critical judgment according to the situation;	X		X		
43. Choose appropriate vocabulary for given situations, topics, activities, etc.;			X		
44. Demonstrate need for giving clear and accurate directions;			X		
45. Observe social courtesies in discussions and conversations;				X	X
46. Develop those skills in written expression that are needed for effective participation in other areas of the curriculum;			X		
47. Write compilations of familiar information such as resume, directions, classified ads and letters of inquiry including employment applications;				X	
48. Demonstrate the ability to distinguish and evaluate among various literary forms;	X		X		
49. Demonstrate the ability to use an enriched and expanded vocabulary;			X		
50. Read for pleasure and with understanding various literary forms;			X		X

	1AN	2CN	3CM	4SP	5SA
51. Know the source of reading materials so that the habit of reading can be continued beyond the classroom;			X		X
52. Use his experience in reading to help him understand life;					X
53. Use mass media discriminatively and productively;		X			
54. Evaluate his work and accept the critical evaluation of others;					X
55. Demonstrate in written composition the persuasive use of argument, logical sequential development, evaluative experiences, affective organized theme;				X	
56. Demonstrate the ability to write various creative modes (fiction, drama, poetry, etc.);					X
57. Speak and write in standard English which is recognized by the school, the world of work and society in general;			X		
58. Exhibit proper speaking techniques such as eye contact, good posture and appropriate gestures;			X		
59. Participate in journalistic and forensic activities (debating, public speaking, editorials and factual reports);			X		
60. Identify a variety of writers and their works;			X		
61. Demonstrate the ability to compare several literary works having the same theme;		X	X	X	

	1AN	2CN	3CM	4SP	5SA
62. Use their knowledge of our country's social, political, and historical backgrounds in appraising a literary work that takes for its subject this country, its people, and institutions;				X	
63. Discuss the contributions of various ethnic groups to the culture of our country through the study of a variety of prose and poetry from the literature of the United States;				X	
64. Explore through the study of a variety of selections drawn from the literature of the United States, England, and other countries of the world significant aspects of the human condition as different writers and cultures perceive them;				X	
65. Demonstrate the ability to analyze when analysis is necessary, appreciate when appreciation is beneficial and interpret when the transferral of learning is advantageous through literary selections;		X			
66. Illustrate proficiency in language to increase individual power to convince, inform, influence and entertain;			X		
67. Use language to help meet personal and social needs in human relationships;				X	
68. Read for pleasure and recreation;			X		
69. Illustrate that language makes possible the pleasure of vicarious experiences.			X		

FOREIGN LANGUAGES

INTRODUCTION

Language is communication. If we want and expect our students to communicate in a world which is gradually moving across boundaries, the schools must provide the opportunity for all students to achieve proficiency in a second language.

If foreign language instruction is to be effective for the greatest number of students, there must be an insistence that the student continue instruction in a language until he achieves a desired degreee of proficiency. To realize this objective, language offerings should be comparable and available throughout the city.

In this Bicentennial Year, we must resolve to do as Alexander Pope admonished in his "Essay on Criticism": "A little learning is a dangerous thing. Drink deep or taste not the Pierian spring." A taste of language is not enough. The student must be permitted to "drink deep" in order to realize the two all-encompassing goals of foreign language instruction:

(1) Communication, and (2) cultural or humanistic development.

In the early 1960's, Nelson Brooks in his Language and Language Learning: Theory and Practice, stated:

"Since similar amounts of language learning are to be acquired at different ages, in different schools, and in differing lengths of time, some word other than year is needed to express in common terms the learnings attempted and the results achieved. The word level is proposed as such a term and subject matter may be divided into a number of such levels."

The elementary foreign language experience (FLES) is generally seen as Part I of a formal foreign language program, the stage at which the student begins development of the oral-aural skills vital to effective language use. A highly structured FLES program is not desirable unless the continuum idea is a fact. The student goals are listed below are progressive and reflect the level of instruction achieved.

FLES

The student will:	1AN	2CN	3CM	4SP	5SA
1. Demonstrate in hearing and speaking a control of the sound pattern and intonation of the target language;			X		
2. Repeat an incident as he hears it read in the target language;			X		
3. Retell the incident in his own words using foreign language;			X		
4. Participate in a dialouge with a fluent speaker on one of 15-20 situations, such as family, likes and dislikes, foods, sports, amusements;			X	X	X
5. Read a short passage from a familiar text;			X		
6. Write a familar text from dictation;			X		
7. Rewrite a simple narrative containing familiar material, making simple changes in tense, if applicable;			X		
8. Discuss how life in countries using the target language is similar to or different from life in his own country, city;	X	X	X	X	X
9. Create dialogues and simple skits using vocabularies and structures studied;			X		
10. Discuss the influences of the target language on his native tongue and tell how his life has been influenced by other cultures;	X	X	X	X	X

Secondary (7-12)

The student will:

	1AN	2CN	3CM	4SP	5SA
1. Speak the target language in varied situations with correctness, reasonable fluency, good sound and intonation patterns;			X		
2. Understand the foreign language as spoken by a native speaker and respond intelligently and with ease;				X	X
3. Conduct telephone conversations in the target language with ease and fluency;			X		X
4. Read, comprehend and discuss the literature written in the target language;			X	X	X
5. Write compositions, letters, reports, etc., with clarity and correctness;	X	X	X		
6. Recognize and make use of the varied cultural influences on American life -- art, music, films, foods;	X	X	X	X	X
7. Interact in a positive manner with persons of other cultures and ways of life;			X	X	X
8. Know the career opportunities demanding foreign languages background and know the desired level of foreign language competency required;	X	X	X	X	X
9. Indicate knowledge of countries he would visit and evidence ability to profit from travel;		X	X	X	X
10. See himself as a good will ambassador, at home and abroad.	X	X	X	X	X

HEALTH, PHYSICAL EDUCATION AND SAFETY

PRE-KINDERGARTEN-12 CONTINUUM

INTRODUCTION

These health and physical education performance tasks represent the competencies students should have attained when they complete their educational program Pre K-12 in the D. C. Public Schools.

These performance tasks will provide an experiential program in health, physical education and safety activities that will enable students to maintain a certain level of fitness within the limitations of their mental and physical abilities.

PERFORMANCE TASKS

The student will:	1AN	2CN	3CM	4SP	5SA
1. Demonstrate proficiency in movement skills;	X		X		X
2. Practice locomotor and non-locomotor movements;	X		X		X
3. Demonstrate proficiency in these movements to form patterns as deemed appropriate by the teacher for the individual student's capacities;	X		X		X
4. Perform specific natural movements characterized in a specific spatial time force;	X		X	X	X
5. Analyze, explain and describe the range of their body movements, i.e.:					
a. Locomotor Skills - Demonstrate a functional run. The student can run 100 ft. at a moderate speed in a manner characterized by:	X		X	X	X
(1) Consistent periods of non-support;	X		X	X	X
(2) Knee of non-support leg bent more than 90° from side view;	X		X	X	X

	1AN	2CN	3CM	4SP	5SA
(3) Foot placement near or on line;	X		X	X	X
(4) Arm action in direct opposition to leg action;	X		X	X	X
(5) Maintain a mature running pattern while pacing a 440 yard run at a moderate to fast speed in a manner such that the first 220 yards and the second 220 yards are within 5-8 seconds of each other;	X		X	X	X
b. Locomotor Skills - Demonstrate a functional leap. The student can leap 2 out of 3 times in a manner characterized by:					
(1) Taking off with one and landing on the other foot;	X		X	X	X
(2) Forward reach with the arm opposite leading foot;	X		X	X	X
(3) A forward trunk lean of 60° or less to the floor;	X		X	X	X
6. Analyze his fitness status by computing data results from perform skills and/or experiences;	X	X	X	X	X
7. Participate in the Presidents' Council for Fitness (AAHPER) testing components:					
a. Pull up (boys); flex arm hang (girls);					
b. Standing broad jump;					
c. 50 yard dash;					
d. 600 yard run - walk;					
e. Sit ups;					

	1AN	2CN	3CM	4SP	5SA
f. Shuttle run;			X	X	X
8. Discuss, compute functional level of flexibility, agility and muscular endurance of legs, abdominal, lower-upper back, lower-upper arm, shoulder in respect to age, height, weight and reaction time;	X		X		X
9. Demonstrate and compute from collected performance data functional level of cardio-respiratory endurance by:					
a. Running in place 1 1/2 minutes;					
b. Running, jogging alternately for five minute, thirty minute and one hour intervals;					
c. S.T.E.P. Test - pre heart-rate and post heart-rate computed to establish blood-rate and breathing acceleration under certain conditions;					
d. Using specific instruments (stethoscope), count heart beats preceding work load-activity and after work-load activity to observe his physiological changes;		X	X		X
10. Design a program of fitness or conditioning to maintain his desired optional functioning level;	X	X	X	X	X
11. Be provided with sequential instruction and related laboratory experiences that will enable him to perform as a functional spectator or participant in at least five out of the eight components of the physical education curriculum:					
a. Fitness assessment and control exercise and/or activities;	X	X	X	X	X
b. Low-organized games;	X	X	X	X	X

	1AN	2CN	3CM	4SP	5SA
c. Rythmical games - dance forms: ethnic, folk/square, modern social:					
(1) Research, identify, and excute basic dance form movements and specified dances;	X	X	X	X	X
(2) Perform original dance patterns or compositions in a manner related to needs and capabilities for other students' observations;	X		X	X	X
d. Gymnastics:					
(1) Demonstrate by performing gymnastic skills without apparatus and with apparatus, at levels of functional efficiency in balance coordination flexibility;	X		X		X
(2) Identify at least 3 out of 5 skills of tumbling, free floor exercise, vaulting, even-uneven bars, balance beam, horizontal bar, still rings, ropes;	X		X		X
(3) Demonstrate knowledges of history, rules and computing scores by averaging a passing grade on a written or verbal test;	X	X	X	X	X
e. Team Sports:					
(1) Read and discuss the objectives and skills necessary to perform in a basketball game, hockey game (ice, field), soccer game, softball, football (touch-tackle), volleyball (coed - male or female);	X	X	X	X	X
(2) Identify and research cost and care of proper equipment for team sports;	X	X	X	X	X

	1AN	2CN	3CM	4SP	5SA
(3) Perform 5 out of 8 basic skills for each team sport in accordance to his developmental stage;	X		X		X
(4) Serve as scorers, officials in supervised intramural interclass game;	X	X	X	X	X
f. Individual-Dual Sports:					
(1) Observe, read and discuss the history, goals, objectives, rules and skills necessary to perform in archery, badminton, golf, bowling, tennis, cross country track, track and field, wrestling and handball;	X	X	X	X	X
(2) Identify, explain and demonstrate 5 skills of each individual-dual sport with a functional performance level;	X		X		X
(3) Serve as scorers and officials in interclass, intramural and extramural game situations or tournaments;	X		X	X	X
g. Aquatics:					
(1) Demonstrate swimming skills for leisure use, survival and competition;			X		X
(2) Analyze, discuss and demonstrate basic swimming skills, floating, treading and basic life saving skills;	X		X		X
(3) Participate in beginners, intermediate and advance swimming skills classes;	X	X	X	X	X
(4) Be eligible to apply for jobs as lifeguards;		X	X	X	X

	1AN	2CN	3CM	4SP	5SA
(5) Perform in swimming competition and serve as officials, scorers, judges, starters;	X	X	X	X	X
h. Leisure Time Sports:					
(1) Demonstrate skills in life time sports, i.e., skating, biking, golf, tennis, horseback riding, bowling, skiing, etc.;			X		X
(2) Utilize community resources to practice skills of scoring, organizing tournaments, etc.;	X	X	X	X	X
(3) Research, discuss and write about leisure sports - games, rules, cost and care of proper apparel and equipment, facilities;	X	X	X	X	X
12. Identify and distinguish among various food groups:					
a. Analyze foods and discuss why food is essential for body maintenance;	X	X	X		X
b. Explain and describe why eating patterns are determined by social, economical, and ethnic forces;	X	X	X	X	X
13. Discuss and determine health needs necessary to promote personal growth fitness and improved physical appearances:	X		X		X
a. Discuss changes that occur in the body during early childhood, middle childhood, adolescence, and post adolescence;	X		X		X
b. Research and evaluate consumer products advertised to enhance their physical appearance or being;	X	X	X	X	X

	1AN	2CN	3CM	4SP	5SA
14. Discuss, research and describe alcohol, drugs and tobacco use as they relate to personal development, behaviors and to home and community:	X		X	X	X
a. Discuss the harmful effects of smoking on lungs, heart tissue and the nervous system;		X	X		X
b. Illustrate on a diagram the route of deeply inhaled smoke in respiratory passages;	X		X	X	X
c. Research and compare man's use of tobacco, drugs and alcohol today with man's use in the past era;	X			X	X
d. List three out of five beneficial uses of opium and cocaine for medical purposes;			X	X	X
e. Write five sentences describing the harmful effects of amphetamines, barbiturates on the human body;			X	X	X
f. Discuss the differences and/or relation between drug abuse, addiction and prevention;	X		X	X	X
g. Observe and describe the behavior of persons who experiment with drugs;			X	X	X
h. Research the local status of drug among ethnic groups;	X		X	X	X
i. Identify local, state and federal agencies for treating drug addicts;	X		X	X	X
j. Research, describe and list the emotional and physical effects of alcohol abuse on the alcoholic, family, government community/ agencies;	X		X	X	X
k. List and/or identify local community agencies, social agencies and groups involved in treatment and alcohol abuse prevention;	X		X	X	X

	1AN	2CN	3CM	4SP	5SA
15. List and describe the causative agents of venereal disease:			X		X
a. Identify and differentiate between the signs and symptoms of syphilis and gonorrhea lymphogranuloma venereum;	X		X	X	X
b. Research and list the germs that cause three venereal diseases;	X		X		X
c. Describe the physical, emotional and social effects of untreated syphilis and gonorrhea on the human body, unborn child, members of society; research the approximate cost for care, and/or treatment of a VD patient by a local, state treatment agency;	X	X	X	X	X
16. Analyze the physical, human relations, emotional aspects of sexual behavior:					
a. Discuss emotional development of the individual and how emotional control can interfere with development;	X		X	X	X
b. Explain how the body responds to emotions or feelings;			X		X
c. Research three authorities' definitions of human sexuality, sex urge, sex drive and sex desire;	X		X		X
d. Identify and describe one function of at least three male and female reproductive organs;			X		X
e. Describe accurately the process of a problematic pregnancy or delivery;	X	X	X	X	X
f. Identify local hospitals, agencies, groups, school personnel that give supportive aid/services to pregnant girls;	X		X	X	X

	1AN	2CN	3CM	4SP	5SA
g. Research literature, discuss and write papers on sexual intercourse, conception, birth control, love, infatuation, masculine and feminine role changes, responsibilities of sexuality, marriage customs, living together, parenthood, promiscuity, effect of religion, ethnic customs, current social mores on human sexuality;	X		X	X	X
h. Explain and define forcible statutory rape and sexual assualt;			X		X
i. List five tactics or behaviors to prevent rape attacks;			X	X	X
j. Research and discuss legal procedures, alternatives and problems the rape victim faces in prosecution cases;	X		X	X	X
k. List sources of medical help for rape victims;			X		X
17. Describe and administer first aid for minor cuts, bruises and burns;	X		X		X
18. Describe, recognize and administer first aid for all classes of cuts and burns;	X		X	X	X
19. Describe and recognize shock and administer artificial resuscitation;	X		X	X	X
20. Cite conditions and/or acts that may cause accidents and know their consequences;	X		X	X	X
21. List or verbalize how accidents can be reduced by taking safety precautions and avoiding unnecessary risks;	X		X	X	X
22. Identify environmental conditions that can cause accidents;	X		X	X	X
23. Identify physical, mental and social factors that influence accident patterns;	X		X	X	X
24. Relate environmental conditions to accident patterns.	X	X	X	X	X

HOME ECONOMICS
PRE-KINDERGARTEN - 12 CONTINUUM

Elementary Level

INTRODUCTION

Supervisory support for programs in consumer and homemaking education at the elementary level has expanded to include three schools (Bruce-Monroe, Bundy, and Brookland). Bruce-Monroe and Brookland are open space schools. The services of one teacher are divided between two schools, Bundy Elementary three days per week and Bruce-Monroe two days. Boys are scheduled in the homemaking program at all schools.

PERFORMANCE TASKS

The student will:	1AN	2CN	3CM	4SP	5SA
1. Learn, simplified, the food nutrients;	X		X		
2. Identify basic cooking equipment;	X	X		X	X
3. Learn measurements to be used in cooking and sewing;		X		X	X
4. Learn kitchen safety and cleanliness habits and prepare simple recipes;	X	X	X	X	X
5. Learn safety measures in sewing;		X	X		X
6. Complete simple sewing items including darning and mending;	X	X			X
7. Learn all about the sewing machine;		X			X
8. Make simple garments and progress toward the more advance garments;	X	X			X
9. Participate in projects relating to family and personal relations, including the social graces.	X	X	X	X	X

Junior High School Level

INTRODUCTION

Home economics is an area of education which has as its major concern the total well-being of all family members. It involves learning activities which are directly related to the lives of pupils.

Homemaking involves foods and nutrition, clothing selection and construction, child care and training, family and personal relations and social graces, care of home and equipment, personal and family economics, and problems related to family health and safety.

The course of study on the junior high school level has been broadened to include introducing girls as well as boys to the world of work.

Level 7

PERFORMANCE TASKS

The student will:	1AN	2CN	3CM	4SP	5SA
1. Prepare an autobiography;			X		X
2. Discuss interests and experiences in the various areas of homemaking;	X	X	X	X	X
3. Discuss what she would like to be when she "grows up";		X	X	X	X
4. Discuss what comprises an attractive appearance;	X	X	X	X	X
5. Analyze her own wardrobe;	X	X		X	X
6. Practice proper shopping etiquette and make the best buy that is available;	X	X	X	X	X
7. Use and care for sewing supplies and equipment;		X		X	
8. Plan and make simple garments using a commercial pattern;		X		X	
9. Identify the elements which influence the growth and behavior of children;	X			X	

Level 7

	1AN	2CN	3CM	4SP	5SA
10. Identify skills for helping young children in their eating and sleeping, bathing and dressing, play and toilet routines;			X	X	X
11. Identify the fundamentals involved in baby sitting;			X	X	X
12. Practice more effective ways of performing household tasks;	X	X	X	X	X
13. Practice giving simple home nursing care safely;		X	X	X	X
14. Chart family resources wisely;	X	X	X	X	X
15. Arrange equipment for a workable work pattern;	X		X		
16. Work cooperatively with others;			X	X	X
17. Plan good use of time and energy;	X	X			X
18. Practice efficient ways to arrange, use and care for equipment needed in meal preparation;		X	X	X	
19. Practice being neat, clean and properly groomed when preparing food;	X	X			X
20. Make a scrapbook showing the contribution of the food nutrients to good health;				X	X
21. Prepare and serve simple meals (breakfast and lunch);	X	X	X	X	X
22. Practice acceptable conversation at mealtime with family members;	X	X	X	X	X
23. Do role playing to portray better family relationships and how to make and keep friends.	X		X	X	X

Level 8

PERFORMANCE TASKS

The student will:	1AN	2CN	3CM	4SP	5SA
1. Discuss factors contributing to an attractive appearance;	X	X	X	X	X
2. Make a scrapbook showing clothes that are becoming and attractive and within a budget;	X	X	X	X	X
3. Bring to class a garment to be mended, washed and ironed;	X	X			X
4. Make a garment using a simple pattern utilizing good work habits in using and caring for sewing equipment and supplies;	X	X		X	X
5. List common signs of illness in the home;	X		X	X	X
6. Practice simple first aid bandages for bruises, cuts and burns;			X	X	X
7. Plan and serve meals for a sick person;		X		X	X
8. Make a safe and useful medicine cabinet for the home;		X	X	X	X
9. Identify nutrients needed for the body and their sources in available foods;		X	X	X	X
10. Make a project showing getting the most for the family food dollar;	X	X	X	X	X
11. Plan, prepare and serve dinner meals;		X	X	X	X
12. Discuss the responsibility in helping to care for children;	X		X	X	X
13. Form committees to report on the following aspects of child care: feeding, bathing, safety, dressing and playing;	X		X	X	X
14. Plan, prepare nutritive meals for small children;		X	X	X	X

Level 8

	1AN	2CN	3CM	4SP	5SA
15. Collect pictures of childrens clothing at various age levels and for different occasions; identify those features which make the garment suitable or unsuitable for a child;		X	X	X	X
16. Discuss the role of older brothers and sisters in children's play;	X		X	X	X
17. List desirable characteristics for selecting toys and equipment to be used by young children.		X	X	X	X

Level 9

PERFORMANCE TASKS

The student will:

1. Prepare a chart of the natural fibers and a chart of man-made fibers;		X	X	X	X
2. Identify some of the newer processes used in the manufacturing of cloth;		X	X	X	X
3. Identify some of the simple physical and chemical characteristics of textures related to clothing;	X		X	X	X
4. Discuss wardrobes in terms of needs, wants and budget;	X		X	X	X
5. Bring to class articles of clothing and model to demonstrate improper fit and obvious discomfort. The student will renovate the articles in class;	X		X	X	X
6. Wash clothes using different washing aids according to labels and tags;		X			X
7. Iron different type of materials;		X			X
8. Press with the grainline, darts, seams, dull, non-shining fabric and napped fabric;		X			X

Level 9

	1AN	2CN	3CM	4SP	5SA
9. Collect and discuss types of hangers, hat stands, shoe and dress bags used for storing clothes;	X	X	X	X	X
10. Observe a demonstration on removing common stains: lipstick, chewing gum, blood, grease, scorch;	X	X	X	X	X
11. Identify and learn pattern markings;		X			X
12. Select a pattern style to suit a particular figure and according to sewing abilities with the assistance of the teacher; Project (1) Jumper or simple dress(girl) Shirt (boy) (2) Skirt & unlined jacket(girl) Pants & unlined jacket(boy)	X	X	X	X	X
13. Identify food nutrients, their function and sources — with special emphasis on the science of food and calories;		X			X
14. Plan weekly menus for self and family;	X		X	X	X
15. Plan menus for overweight and underweight persons;	X		X	X	X
16. Make a plan of work for preparing one or more family meals indicating division of work, market cost, equipment needed and time schedule;	X		X	X	X
17. Plan nutritious after-school snacks for younger members of the family;	X	X	X	X	X
18. Plan meal patterns and menus to fit the needs of individual family members;	X	X	X	X	X

Level 9

	1AN	2CN	3CM	4SP	5SA
19. Plan a day's diet for a convalescent requiring: (1) A liquid diet; (2) Soft diet; (3) Light diet;	X	X	X	X	X
20. Practice arranging trays and serving food to a bed patient;	X	X	X	X	X
21. Prepare dishes using convenience food in meal planning such as concentrated, dehydrated, dehydro-frozen, reinforced and reconstituted;	X	X	X	X	X
22. Plan and prepare a meal for low income families using food stamps;	X	X	X	X	X
23. Demonstrate correct table manners and table setting;	X	X	X	X	X
24. Plan and prepare well-balanced picnic menus;			X	X	X
25. Plan and prepare foreign dishes such as, Spanish, Chinese, Hawaiian, Italian, Indian, Mexican, etc.;			X	X	X
26. Work with a community agency and develop a project;	X			X	X
27. Examine the help-wanted section of the newspaper. Make a list of the jobs related to home economics one might consider;	X			X	X
28. Form groups and discuss jobs in terms of educational and personal requirements, major duties, job skills and competencies needed, employment opportunities, working conditions, and advancement opportunities.	X		X	X	X

Senior High School Level

INTRODUCTION

Home economics education in the senior high schools in the District of Columbia Public Schools has the following major purposes:

The improvement of the quality of home living by helping young people develop the abilities required for the occupation of homemaking which includes the feeding, clothing, and housing of families; the care and guidance of children; and the management of human and financial resources;

The motivation of young people for occupational training or gainful employment using the knowledge and skills of home economics and the encouragement of capable and qualified students to attend college and universities to prepare for professional home economics leadership;

The development in young people of an appreciation of the elements of heritage in American culture and the need to insure its transmittal from one generation to the next;

The development of an understanding in young people that home economics is an applied science that synthesizes the knowledge drawn from its own research in the biological, physical and social sciences, as well as in the arts, and the application of this knowledge to the improvement of the lives of individuals and families.

PERFORMANCE TASKS

The student will:

	1A	2CN	3CM	4SP	5SA
1. Discuss the use of fabrics in today's home;	X			X	X
2. Classify the fibers;	X			X	
3. Examine samples of many materials;				X	X
4. Collect labels from garments and other textiles used in the home;	X				X

	1AN	2CN	3CM	4SP	5SA
5. Make tests on a number of fibers;	X			X	
6. Compare results with tags and labels from fabrics;	X	X		X	
7. Investigate the process of spinning of thread;	X			X	
8. Compare textiles made from long filament fibers and those from short fibers;	X	X		X	
9. Discuss durability and wearing qualities of novelty weaves;	X			X	
10. Identify fabrics as to weave;	X				X
11. Use a microscope to examine different fabrics;	X				X
12. Take a field trip or view a film showing the making of textile fabrics;	X		X		X
13. Examine a piece of unbleached muslin and compare it to a dyed piece;	X	X			X
14. Make a study of the methods of dyeing different fibers: using a number of sample pieces, find out which are yarn dyed and which are piece dyed;	X	X			X
15. Wash a piece of rep or faille and examine the fabric for swelling;	X	X			X
16. Wash or wet a piece of felt; measure before and after wetting;	X	X			X
17. Take a piece of wool and press with the steam iron; measure before and after steaming;	X	X			X
18. Steam press a piece of wool and note direction of shrinkage;	X	X			X
19. Use a good grooming chart and make a self inventory;		X		X	X

	1AN	2CN	3CM	4SP	5SA
20. Record behavior of classmates in different types of clothes;		X	X	X	X
21. Play "Who Am I?" Each student anonymously lists own qualities; lists collected and read aloud, while the members of the class try to make an identification;			X	X	X
22. Take a field trip to the Smithsonian Institute to study costumes, especially those of the Presidents;	X		X		X
23. Discuss the role of the designer; trace a style trend from the past to modern times;		X	X	X	
24. Find pictures or draw illustrations to explain the principles of design in dress;	X	X	X	X	
25. Show how the use of accessories can add both to color and line to a garment;	X	X			
26. Demonstrate five ways to show emphasis on a simple black dress;	X			X	
27. Plan a travel wardrobe and coordinate the items;		X			
28. Bring in advertisements or pictures from magazines and newspapers and discuss the latest fashions;			X	X	
29. Identify terms such as wardrobe, costume, and ensemble;	X	X			
30. Map out a personal project in planing a wardrobe including accessories and with the clothing dollars that are available; include in project: buying techniques, shopping plan, type of fabric, color, design, seams, hems, pockets, cuffs, collars, bindings, facing, trimmings, buttons, labels, etc.;	X	X			

	1AN	2CN	3CM	4SP	5SA
31. Demonstrate clothing care and repair: mending, sewing on buttons, re-weaving, re-hemming, removing common stains, prevention of perspiration damage to clothes, etc.;	X	X		X	
32. Select the proper tools for sewing and make own sewing box; select pattern in relation to individual needs using a cotton blend for the first project;	X	X			
33. Construct a garment following an orderly sequence after having earned a sewing machine "operator's license";		X		X	X
34. Construct other garments that become progressively more difficult, using various types of materials; make bound button holes, linings, inter-linings, two part sleeves, rolled collars, cuffs, and pockets;		X		X	X
Food and Nutrition					
The student will:					
1. Name the organs of the body and their function;	X				X
2. Identify and learn function of food nutrients;	X			X	
3. Make a chart for functions and food sources of proteins, fats and carbohydrates;			X	X	
4. Compare the "lasting" power of carbohydrates versus proteins in the stomach; compare quantities of "empty calories" taken;		X			X
5. Identify methods of preservations, canning, freezing, drying, etc., and advantages and disadvantages of each;	X			X	

	1AN	2CN	3CM	4SP	5SA
6. Identify the different methods of canning, such as water, bath, open kettle, and pressure cooker;	X			X	
7. Make a plan for an efficient unit kitchen for working group; arrange equipment and utensils according to place of first use;				X	X
8. Identify all procedures for an efficient food laboratory, such as proper dress, procedure for personal cleanliness, dishwashing standards, steps to be taken when a group prepares food in the unit kitchen, terms used in recipes, care of the range, refrigerator, freezer, washer, dryer, etc.;	X			X	
9. Divide into family groups of four and plan nutritious meals for two weeks incorporating a budget, herbs, variety in meals and using the food section in the newspapers for comparison shopping;		X		X	
10. Identify tableware and various types and kinds of table linens;	X			X	
11. Demonstrate basic types of table service; family, formal and compromise;				X	X
12. View films and/or filmstrips on table service, etiquette, and entertaining;		X	X		
13. Practice seating, ordering and table conversation when eating out by using menus from restaurants;		X		X	
14. Prepare one-dish meals, casseroles, escalloped dishes, stew and soups (meat stock with meat and fish chowders);	X	X	X	X	X
15. Prepare complete proteins: meat, fish, seafood, poultry, eggs, cheese, and milk;	X	X	X	X	X

	1AN	2CN	3CM	4SP	5SA
Prepare incomplete protein: peas, beans, gelatins and cereals; Prepare fruits: care of fresh fruits, canned fruits, frozen fruits, cooking fruit in syrup, and cooking fruit in water, dried fruits; Prepare vegetables by boiling with a cover, without a cover, baking, broiling, steaming, and pressure cooking.	X	X	X	X	X
16. Prepare salads: salads from vegetables and fruits, salads in gelatin molds, meats in salads, as a main dish, appetizer, dessert; snack;	X	X	X	X	X
17. Prepare quick breads and yeast breads;	X	X	X	X	X
18. Prepare cookies, cakes, pies;	X	X	X	X	X
19. Prepare frozen desserts;	X	X	X	X	X
20. Prepare sandwiches: main dish (hot and cold), tea, hearty, and finger;	X	X	X	X	X
21. Prepare foreign foods.	X	X	X	X	X
Home Management and Family Economics					
The student will:					
1. Identify families in trouble versus families who seem to be able to get the things they need;	X			X	
2. Discuss ways that the home manager's job can be changed or influenced by conditions of the home;				X	X
3. Obtain figures from magazines or newspapers as to the amounts of money spent;				X	X

	1AN	2CN	3CM	4SP	5SA
4. Compare the number of hours available to running a home for a wage earner in a single or two adult home;		X			X
5. Differentiate between values and goals;		X			
6. Analyze his skills and show how one can save money on food and clothing by using one's own resources;	X				
7. Identify the responsibilities of the homemaker;	X			X	
8. Illustrate some big decisions made during the week and do problem-solving;	X			X	
9. Develop projects showing time and energy management such as: work schedule, leisure time activities.	X			X	

The Homemaking Apartment

INTRODUCTION

The homemaking apartment in each high school provides the facilities for students to demonstrate a number of behavioral objectives through learning experiences and use of equipment that is required to maintain this facility. The apartment offers many opportunities to simulate a home situation.

Art principles should be reviewed and ways listed to improve the apartment arrangement as to furniture and accessories. Students and teachers would discuss strengths and weaknesses of interior design of the apartment and make recommendations for improvement.

PERFORMANCE TASKS

The student will:

	1AN	2CN	3CM	4SP	5SA
1. Plan a workable schedule for maintenance of the apartment;		X			X
2. Take care of: table linens; floors, floor coverings, walls, windows, woodwork, furniture -- upholstered and wood; spot removal from fabrics and rugs;	X				X
3. Compare the steps in managing money to steps in decision making;		X			X
4. Make a personal budget;	X				X
5. Identify savings accounts, checking accounts (all types), money orders, cashier checks, certified checks etc.;	X	X			
6. Discuss methods of providing security: education, investments, Social Security, saving, insurance, income, wills;		X	X		
7. Discuss the meaning of credit.		X	X		

Housing and Home Furnishings

The student will:

	1AN	2CN	3CM	4SP	5SA
1. Explore the various types of housing;	X	X			
2. Talk to a real estate man about buying and renting a house;			X	X	
3. Visit furniture stores and receive pointers pertaining to furniture, color schemes, window treatment, rugs;			X		X
4. Operate major appliances: regrigerator stove, washer, dryer;	X			X	
5. Visit appliance stores and compare brands, price, warranties;			X		X
6. Investigate the costs and construction of flat silverware; compare to stainless steel;		X		X	
7. Compare cost of a similar set of bone china, earthenware, and plastic;		X		X	
8. See a film to discover what makes the difference in the cost of the various types of glassware;			X	X	
9. Identify various types and kinds of table linens: tablecloths, mats, doilies, etc.	X			X	

Human Development and the Family

The student will:

1. Identify the family: functions, cultural patterns, similarities and differences, goals and values, etc.;	X			X	
2. Identify basic human needs;	X			X	
3. Discuss friendship and dating;			X		
4. Listen to a resource person to discuss preparation for marriage;			X	X	X

5. Make a list of the things that should be considered in providing good health for the fetus and mother-to-be;

6. Identify breast feeding, baby formulas, physical growth patterns from a baby-toddler to 12 years by means of charts, demonstrations and discussions.

1AN	2CN	3CM	4SP	5SA
X		X		
X			X	

INDUSTRIAL ARTS

PRE-KINDERGARTEN-9 CONTINUUM

INTRODUCTION

Industrial arts provides unique experiences that further the discovery and development of each student's career potential, technical abilities, judgment, self-reliance, and resourcefulness to succeed as an effective producer and consumer in an industrial-technical society.

At the elementary level, learning experiences will be directed primarily toward the student's development of an awareness of the world of industry and technology.

At the junior high level, learning experiences will be directed toward exploration in four major clusters: graphic communications, energy and power, construction and manufacturing.

PERFORMANCE TASKS

Elementary Level:

The student will:

	1AN	2CN	3CM	4SP	5SA
1. Develop an awareness of occupations representative of the industrial-technical world;		X		X	
2. Develop individual interest related to industrial-technological occupational clusters;	X		X		X
3. Develop insight into the personal and social significance of work;			X		
4. Foster insight into the importance of industry in our industrial-technological society;			X	X	

	1AN	2CN	3CM	4SP	5SA
5. Foster awareness of the evolutionary development of industry and technology;		X	X	X	
6. Promote insight into technological aspects of communications, production, and energy systems;	X	X	X		X
7. Develop fundamental psychomotor skills necessary to perform technological tasks;	X				X
8. Develop awareness of the interrelationships of technology and traditional subject matter;	X		X		X
9. Identify industries and products produced in the locale of the school;		X	X	X	
10. Name or list ways in which parents and others depend on local industries;			X	X	
11. Describe the importance of individual contributions in an organized production system;	X		X	X	
12. Name common tools and machines used in the production of a simple product;	X		X		
13. Express awareness of the evolution of man's technology;	X		X	X	X
14. Plan for production of a simple product;	X		X		X

	1AN	2CN	3CM	4SP	5SA
15. Use tools and materials needed to manufacture a simple product;	X			X	X
16. Develop greater eye-hand coordination;	X				X
17. Show awareness of the importance of learning about industrial technology;			X	X	
18. Show sensitivity to human needs and social problems in a technological society;	X		X		
19. Understand the concept that people are dependent upon one another;	X		X	X	
20. Recognize why purposeful work is important to man's happiness.	X		X		X
Junior High Level:					
The student will:					
1. Explore experiences related to a wide variety of industrial technological occupations;		X	X		
2. Pursue further self-assessment through the investigation of career opportunities;	X		X		X
3. Exhibit the ability to make tentative but meaningful career choices;	X		X		X
4. Improve skills in selecting, caring for, and using goods and services;	X	X			X

	1AN	2CN	3CM	4SP	5SA
5. Develop an understanding of industrial technology and its place in our culture;	X		X	X	
6. Further develop basic proficiency in the use of tools, machines, techniques, and processes;	X				X
7. Increase competency in mastering technological concepts;	X	X	X		
8. Generalize from related information man's dependence on energy and power;		X	X	X	
9. Identify the problems technology needs to solve concerning economics, ecology and safety, and energy power conversion, transmission and consumption;	X	X	X	X	
10. Demonstrate skills and techniques for general maintenance and repair of energy and power devices;	X				X
11. Become familiar with the use of basic components for developing, transmitting, and controlling power;	X	X			X
12. List and describe the main job requirements for a career in one of the occupations related to the power and energy field;			X		X
13. Identify the clusters of jobs related to power conversion and use;	X		X		
14. Operate basic test and measuring devices used in energy systems;	X				X

	1AN	2CN	3CM	4SP	5SA
15. Organize and list in order criteria for choosing and buying power devices;	X	X			
16. Understand the effect of recent state, local and national government ecological standards on the use of energy-power systems;		X	X	X	
17. Relate how technology can solve a problem while creating others;	X		X	X	
18. Practice personal and group safety when working around energy-power systems;	X	X			X
19. Recognize that all jobs in this career field are important and that work has self-gratifying value;	X				X
20. Experience the value of making a tentative career choice and gaining knowledge of its work requirements;	X				X
21. Relate in-school experiences in construction technology with construction projects in the community, state and world;			X	X	
22. Identify major types of tools, equipment and materials and how they are used in the construction of a project on a site;	X				X
23. Recognize and cite evidence of the effects of construction technology on society;		X	X	X	

	1AN	2CN	3CM	4SP	5SA
24. Demonstrate a basic knowledge of the variety of career opportunities and job requirements in the construction industry;	X		X		X
25. Recognize levels of construction-related work responsibility and their varying knowledge and skill demands;	X		X		X
26. Apply principles of planning and design, considerations of materials to prepare working drawings;	X		X		
27. Solve meaningful problems and related problem-solving processes to other in-school situations;	X		X		X
28. Identify the raw materials necessary to the manufacture of named products;	X		X		
29. Describe the need for tooling in mass manufacture;	X	X			
30. Exhibit basic knowledge of career opportunities in the manufacturing field;	X		X		X
31. Apply measurement systems used in the manufacture of a product;	X				X
32. Use a managed production system to produce a product;	X			X	X
33. Perform the basic skills in several areas of manufacturing;	X				X

	1AN	2CN	3CM	4SP	5SA
34. Demonstrate methods of separating, forming, machining, assembling of materials and products;			X		X
35. Demonstrate techniques for securing a job;	X		X		X
36. Discuss the safety measures necessary in a manufacturing plant;		X	X		X
37. Relate the necessity of selling, distributing and servicing a manufactured product;	X	X	X	X	X
38. See the necessity for a variety of jobs in manufacturing fields;	X		X		X
39. Recognize basic reproduction processes used in industrial applications of technical graphics;	X	X	X		
40. Use properly the nomenclature associated with graphic communications;			X		X
41. Interpret standardized drafting symbols when they are presented in the form of a drawing;	X				X
42. Compare the occupational requirements and benefits of at least four jobs in each of the following areas of communications: research and development, design, drafting, graphic reproduction and packaging;	X		X		X

	1AN	2CN	3CM	4SP	5SA
43. Compare and contrast the industrial applications of the basic printing processes;	X	X	X		
44. Demonstrate the inter-relationship of photography with drafting and graphic arts as used in industry;	X		X		X
45. Produce copies using image reproduction processes generally found in business and offices;	X	X	X		X
46. Demonstrate proper use of the four primary printing processes;	X		X		X
47. Demonstrate a knowledge of how to assemble printed material;	X		X		X
48. Demonstrate effective means of conveying an idea using presentation materials;	X		X		
49. Draw a freehand sketch using proper sketching techniques to depict an idea;	X		X		X
50. Produce drawings following standardized procedures capable of being used to produce a product;	X		X		X
51. Describe the merits of the common types of pictorial representation;	X		X		
52. Generalize the importance of design principles in developing a product;	X		X		X

	1AN	2CN	3CM	4SP	5SA
53. Demonstrate a positive attitude towards a possible career in some aspect of graphic communications.	X		X		X

MATHEMATICS
PRE-KINDERGARTEN 12 CONTINUUM

INTRODUCTION

The mathematics program of the D. C. Public Schools focuses on the needs of learners as they prepare themselves to think and communicate in mathematical terms, an essential in preparation for effective functioning and participation in an ever-changirg society.

Learning experiences in mathematics are aimed toward continuous individual development of competencies for all students. The general mathematics program K-9 builds competencies essential to effective life functioning and necessary for further study in mathematics. A student has the option of deciding if he will pursue mathematics beyond his 9th year, the year in which he may acquire one Carnegie Unit (the requirement for graduation from high school) either through enrollment in general mathematics or elementary algebra.

It is well to note that a small percentage of students complete the general mathematics program at the end of grade seven and because of special aptitude, interest, and performance are enrolled in elementary algebra in grade eight.

The performance tasks listed in this document are for the general mathematics courses and for elementary algebra. Other mathematics courses elected by students (geometry, intermediate albegra, trigonometry, college algebra, analytic geometry, elementary functions, and calculus), have their own specific course objectives.

Performance tasks presented in this listing must be viewed as dependent upon the attainment of many enabling objectives. These enabling objectives, essential to sequential development, are shown in appropriate curriculum course guides.

It should be noted, also, that the total mathematics program aims to have students learn to reason independently and logically, to develop an inclination for inquiry and to utilize research skills. Further, it aims to assist learners in developing an understanding of and an appreciation for the fundamental concepts, structure and usefulness of mathematics. The historical development of concepts, underlying skills, and vocabulary development essential to the study of a topic are emphasized in instruction throughout the grades.

MATHEMATICS

PERFORMANCE TASKS

General Mathematics

Numeration

The student will:

	1AN	2CN	3CM	4SP	5SA
1. Read, write, and use number names correctly in stating quantitative information;	X	X	X	X	X
2. Count with accuracy a collection of objects singly or in groupings, as specified;	X	X	X	X	X
3. Identify the set of digits;	X	X			
4. Associate numerals with points on the number line;	X				
5. Order numerals;	X	X			
6. Name the place value and face value of each digit in a specified numeral, up to billions;	X	X			
7. Separate a numeral into periods;	X	X			
8. Identify different names for the same number;	X	X			
9. Write a given numeral in expanded notation; write as a standard numeral a numeral expressed in expanded notation;	X	X			
10. Round off a given number to a specified position;	X	X			
11. Interpret, read and write Roman numerals appropriate for expressing dates, preface pages, chapter headings, etc., as used in everyday situations;	X	X	X		X

MATHEMATICS

	1AN	2CN	3CM	4SP	5SA
12. Read and write symbols for common fractions;	X	X	X		X
13. Identify common fractions that name the number one, that name a whole number;	X	X			
14. Name a fraction associated with a given point on the number line;	X				
15. Arrange in a specific order of size a given set of common fractions;	X	X			
16. Express a given number in powers of ten including exponential notation;	X	X			
17. Rename a fraction in its simplest form; in higher terms;	X	X			
18. Rename whole and mixed numbers as a common fraction and conversely;	X	X			
19. Identify the face and place value of each digit in a decimal fraction through thousandths;	X				
20. Write a common fraction as a decimal fraction and conversely;	X	X	X		
21. Read and write decimal fractions through thousandths;	X	X	X		
22. Write tenths and hundredths (common and decimal forms) as percent and conversely;	X	X			
23. Write a fractional numeral to express the ratio between a subset and a whole set.	X	X			

MATHEMATICS

Sets and Numbers

The student will:

	1AN	2CN	3CM	4SP	5SA
1. Identify and describe a set of objects;	X		X		
2. Identify members of a set of objects;	X				
3. Compare sets using one-to-one correspondence;	X	X			
4. Identify the number property of a set;	X				
5. Associate the number property of a given set with a numeral;	X				
6. Identify the order relation of two given numbers;	X				
7. Use order symbols to show relationship;	X		X		
8. Identify subsets of a given set of objects or set of numbers;	X				
9. Distinguish between cardinal and ordinal numbers;	X				
10. Distinguish between odd and even numbers;	X				
11. Identify equivalent parts of a whole;	X				
12. Identify a specified fractional part of a whole, of a set;	X				
13. Interpret a fraction as an indicated division of a whole number by counting numbers, as a part of a whole or of a set, as a ratio;	X	X			
14. Read and write fractional numbers;	X	X	X		

	1AN	2CN	3CM	4SP	5SA
15. Identify a set of multiples of a given number;	X				
16. Identify the least common multiple of a given set of numbers;	X	X			
17. Use tests for divisibility by 2,3,5,9, and 10;	X	X			
18. Distinguish between the set of prime numbers and the set of composite numbers;	X				
19. Determine factors of a given number;	X	X			
20. Determine the greatest common factor of a given set of numbers;	X	X			
21. Name a set of equivalent fractions.	X	X	X		
Operations and Their Properties; Problem Solving					
The student will:					
1. Use manipulatives to join and separate sets;	X				
2. Solve problems given orally;	X		X		
3. Identify addends and sums in addition;	X				
4. Add numbers using both vertical and horizontal forms;	X	X			X
5. Determine the number which must be joined to another to make a specified number;	X				
6. Make true number sentences using the symbols of operation;	X	X			

MATHEMATICS

	1AN	2CN	3CM	4SP	5SA
7. Perform the four fundamental operations on whole numbers when no regrouping is required, when regrouping is required making use of the appropriate property of the operation and standard algorithm;	X	X			X
8. Determine the inverse relationship of addition and subtraction, multiplication and division;	X				
9. Identify and use in recall of basic facts the commutative property of addition;	X	X			
10. Identify the associative property of addition and use in computation;	X	X			
11. Manipulate objects, identify and draw pictorial representations that illustrate oral problems;	X				
12. Solve written word problems;	X	X			
13. Identify and write an open number sentence for a given problem and conversely;	X	X	X		
14. Solve open number sentences in which the missing number is a sum, and addend, a product, and a factor within the domains of whole numbers, integers and rational numbers.	X	X			
15. State an original problem;	X				
16. Describe the effect of using zero as a factor (identify elements);	X				
17. Find sums with whole numbers, common fractions and mixed numbers as addends in various combinations;	X		X		X

MATHEMATICS

	1AN	2CN	3CM	4SP	5SA
18. Find the missing addend when the sum and the known addend may be either a whole number, a common fraction, or a mixed number;	X	X			
19. Find products with whole numbers, common fractions and mixed numbers as factors;	X	X			
20. Find the quotient when the dividend and the divisor may be either a whole number, a common fraction, or a mixed number;	X	X			
21. Add, substract, multiply and divide decimal fractions;	X	X			
22. Find the decimal equivalent of any common fraction;	X	X			
23. Find a percent of a number;	X	X			
24. Use the steps in problem solving to solve word problems.	X	X			
Skills for Measurement					
The student will:					
1. Learn to tell time correctly;	X	X	X		X
2. Make correct and appropriate use of a calendar;	X	X	X		X
3. Determine relationships among periods of time: hours, days, weeks, months, and years;	X	X	X		X
4. Learn to identify coin and currency units in our system of money;	X	X	X	X	X
5. Determine relationships among the various units, e.g., penny, nickel, dime, quarter, dollar;	X	X	X	X	X

MATHEMATICS

	1AN	2CN	3CM	4SP	5SA
6. Identify instruments for measuring length, weight, and capacity in the English system and the metric system;	X	X			
7. Learn standard units of measure in the English system, in the metric system;	X	X			
8. Compare the "tenness" of metric system with decimal place value;	X	X	X		
9. Identify abbreviations used in English measurement and symbols used in metric measurement;	X	X	X		
10. Estimate lengths, distances, weights, and volume of given objects;	X	X	X		
11. Determine equivalent measurements in the English system, in the metric units;	X	X			
12. Find lengths, weights and volume using English units, using metric units;	X	X			
13. Compare weights and measures of various objects using English measures, using metric measures;	X	X			
14. Write a ratio that compares two measurements;	X	X	X		
15. Convert larger units of measure to smaller units and conversely within the same system of measurement;	X	X			
16. Read and record temperatures using fahrenheit and centigrade thermometers;	X	X	X		
17. Find the perimeter of a polygon using English measurement, using metric measurement;	X	X			

MATHEMATICS

	1AN	2CN	3CM	4SP	5SA
18. Identify a formula for finding the perimeter of a rectangle;	X	X			
19. Identify units of square measure in the English System, in the metric system	X	X			
20. Identify the time zones in the U.S.A.;	X	X	X		
21. Find the area of a rectangle using the English measurement, using the metric measurement;	X	X			X
22. Identify the formula for finding the area of a rectangle;	X	X			
23. Find the area of a triangle using the English measurement, using the metric measurement;	X	X	X		X
24. Find the area of a parallelogram using the English measurement, using the metric measurement.	X	X	X		X
Geometry					
The student will:					
1. Identify, duplicate, extend and create a pattern;	X	X			
2. Identify, duplicate and associate forms found in the environment with geometric shapes (including polygons up to eight sides);	X	X			X
3. Associate and describe locations according to whether they are inside, outside or on a given geometric form;	X	X	X		X

MATHEMATICS

	1AN	2CN	3CM	4SP	5SA
4. Identify and name a line and line segment;	X	X	X		
5. Locate a point on a number line, on a plane or in space;	X		X		
6. Identify and duplicate simple closed curves;	X				
7. Name special characteristics of a square, rectangle, triangle, circle;	X	X	X		X
8. Compare circle with semi-circle;	X				
9. Use appropriate symbols to represent a line segment, line, and a ray;	X	X			
10. Make drawings of line, line segment, ray and angles;	X				
11. Identify quadrilateral, rectangle, square by their characteristic features;	X	X			X
12. Compare a sphere with a hemisphere;	X	X			
13. Give characteristics of parallel lines and parallel line segments;	X	X			
14. Identify a pyramid;	X				
15. Name and identify the terms related to circles: center radius, diameter circumference;	X	X	X		
16. Match line figures of same shape and size;	X	X			
17. Identify and appropriately label the vertex of an angle;	X	X			
18. Classify angles;	X				

	1AN	2CN	3CM	4SP	5SA
19. Construct angles using the appropriate instruments;	X	X			
20. Classify polygons;	X	X			X
21. Construct the bisector of an angle.	X	X			
Numeration					
1. Read and write numerals up to and including billions;		X	X	X	X
2. Round off a given number to a specified place value (including decimal fraction position);	X	X			
3. Write base ten numerals as Roman numerals where appropriate in everyday life situations;		X	X		X
4. Write a base ten numeral in expanded notation including its exponential form and conversely;	X		X		
5. Express standard numerals for powers of ten in exponential form and conversely;	X		X		
6. Write a base ten numeral as the product of two factors, such that one factor is equal to or greater than one but less than ten and the other factor is a power of ten in exponential form and conversely (scientific notation);	X		X		
7. Write two or more factorizations of a given composite number;	X		X		
8. Write the prime factorization of a given composite number;	X		X		

MATHEMATICS

	1AN	2CN	3CM	4SP	5SA
9. Identify a pair of numbers that are relatively prime.	X				
Sets and Numbers					
1. Identify the rule of a specified set when given the roster and conversely;	X				
2. Classify sets as finite or infinite;	X				
3. Identify ways of describing sets;	X				
4. Identify patterns in number sequences;	X				
5. Find the missing element in a given sequence;	X	X			
6. Define and find the union and intersection of given sets;	X	X			
7. Identify the set of non-negative rational numbers;	X				
8. Identify subsets of the set of non-negative rational numbers;	X				
9. Illustrate the property of density in the set of non-negative rational numbers;	X				
10. Identify the set of integers;	X				
11. Arrange in increasing or decreasing order a given set of integers;	X	X			
12. Name the absolute value of a given integer;	X		X		
13. Name the additive inverse of a given integer;	X		X		
14. Identify the set of rational numbers;	X				

MATHEMATICS

	1AN	2CN	3CM	4SP	5SA
15. Identify systems that are subsets of the set of rational numbers;	X				
16. Identify the additive inverse and the reciprocal of a given rational number;	X	X			
17. Illustrate the property of density in the set of rational numbers;	X				
18. Give the decimal equivalent of a rational number (including cases of terminating and repeating decimals);	X	X	X		
19. Identify elements in the set of irrational numbers;	X				
20. Define the set of real numbers.	X				
Operations					
1. Perform the fundamental operations on non-negative rational numbers using standard algorithms;	X	X		X	X
2. State a ratio appropriate to a given relationship;	X				
3. Identify a proportion appropriate to a given problem;	X				
4. Construct and solve a proportion that is appropriate to a given problem;		X			
5. Arrange in increasing or decreasing order a given set of non-negative rational numbers;	X				
6. Express a common fraction as a decimal fraction, and conversely;	X	X	X		
7. Express a non-negative rational number as a terminating or repeating decimal;	X	X			

MATHEMATICS

	1AN	2CN	3CM	4SP	5SA
8. Perform the fundamental operations on decimal fractions;	X	X		X	X
9. Perform multiplication and division using scientific notation;	X	X			
10. Determine the square root of a perfect square number;	X	X			
11. Determine the rational approximation of the square root of a number that is not a perfect square;	X	X			
12. Perform fundamental operations on integers;	X	X		X	X
13. Classify an open sentence as an equation or inequality;	X				
14. Find the solution set of an open sentence (one and two-step solutions) within the domain of whole numbers; the domain of integers;	X	X			X
15. Use the Pythagorean relationship in appropriate problem solution;	X	X			X
16. Write and solve an open sentence appropriate to a given verbal problem.	X	X			X
Geometry					
1. Identify and illustrate line positions and relationships;	X	X	X		X
2. Identify, classify and illustrate angles;	X	X			X
3. Read, using a protractor, the measurement of a given angle;	X	X			X

MATHEMATICS

	1AN	2CN	3CM	4SP	5SA
4. Name an angle using a single letter, numeral or three letters;	X				X
5. Identify, classify and illustrate simple polygons up to ten sides;	X	X	X		X
6. Determine the sum of the measures of the angles of a triangle quadrilateral;	X	X			X
7. Identify subset relations among: square, rectangle, parallelogram and rhombus;	X				
8. Identify space figures: cube, rectangular solid, cylinder, sphere, prism, pyramid, cone;	X	X			
9. Identify faces, edges, and vertices of a given space figure;	X				
10. Identify similar polygons;	X				
11. Construct and solve proportions applicable to problems involving similar figures.	X	X			
Measurement					
1. Measure a given line segment using non-standard units, English units, metric units of length;		X			X
2. Read the measure of a given line segment from an English scale, a metric scale;		X	X		X
3. Compare linear units in the English system in the metric system;	X				
4. Convert common units of measure from one unit to another in the English system, in the metric system;	X	X			

MATHEMATICS

	1AN	2CN	3CM	4SP	5SA
5. Find the perimeter of simple plane figures using English measures, metric measures;	X	X			X
6. Find the area of certain plane figures using square units of measure in the English system, in the metric system;	X	X			X
7. Convert square inches to square feet, square feet to square yards, and conversely;		X			X
8. Find the circumference and area of a circle using English and metric units of measurement;	X	X			X
9. Find the volume of solids, including the cube, rectanglar prism, pyramid, cylinder, cone and sphere using cubic units of measure from the English and metric systems;	X	X			X
10. Convert cubic inches to cubic feet, cubic feet to cubic yards, and conversely;	X	X			
11. Find the surface area of certain solid figures using English and metric units of measure;	X	X			
12. Identify and use appropriate formulas for finding perimeter, area, volume of specified plane and solid figures;	X	X			
13. Determine the precision and greatest possible error of a given measurement.	X	X			
Percent					
1. Illustrate percents graphically;	X	X			
2. Express common and decimal fractions as percents and conversely;	X	X	X		

MATHEMATICS

	1AN	2CN	3CM	4SP	5SA
3. Name the decimal and percent equivalents of frequently used common fractions and conversely;	X	X	X		
4. Find the missing element in a problem involving percent;	X	X			X
5. Solve verbal problems involving percent, including consumer problems on discount, commission, simple interest, taxes, etc.	X	X	X	X	X
Graphs and Statistics					
1. Interpret pictographs, bar graphs, line graphs, and circle graphs;	X				
2. Arrange and tally data;		X			
3. Draw pictographs, bar graphs, and line graphs to present data graphically;	X	X			
4. Determine mean, median, and mode of a given set of numerical data;	X	X			
5. Select the statistical measure which gives the most reliable conclusion for a given set of data;	X				
6. Interpret the significance and meaning of percentile scores and grade equivalents in relation to standardized test results.	X				
Elementary Algebra					
1. Identify algebraic symbols in numerical phrases and sentences;		X	X		
2. Translate verbal number phrases and sentences into algebraic expressions;	X				X
3. Show order relationships in number sentences through the use of appropriate symbolism;	X				

MATHEMATICS

	1AN	2CN	3CM	4SP	5SA
4. Interpret set notation;	X		X		
5. Identify sets by rule, roster, or set description;	X		X		
6. Graph a set of numbers on the number line;	X		X		
7. Identify elements in the set of integers;	X	X			
8. Perform the fundamental operations on integers;		X	X		X
9. Identify elements in the set of rational numbers;	X	X			
10. Perform the fundamental operations on rational numbers;		X	X		X
11. Identify an open sentence;	X				
12. Classify open sentences as equations or inequalities;	X				
13. Find the solution set of an open sentence using the axiomatic approach in forming simpler equivalent sentences;	X	X			
14. Solve a literal equation for a specified variable;		X			
15. Find the solution to a word problem using an equation or inequality;	X	X			X
16. Perform the fundamental operations on polynomials;		X			
17. Solve verbal problems applying these operations;	X	X			
18. Solve equations having the same variable in both members, equations involving parentheses;	X	X			

MATHEMATICS

	1AN	2CN	3CM	4SP	5SA
19. Graph a linear equation in two variables;		X			
20. Determine the slope and y-intercept of the graph of a given linear equation;	X				
21. Write a linear equation when given the slope and the y-intercept, a point on the line and the slope of the line, any two points on the line;	X				
22. Solve a system of linear equations by graphing and by algebraic methods;	X	X			
23. Solve verbal problems requiring the use of two variables;	X	X			
24. Perform the fundamental operations on algebraic fractions;		X			
25. Solve fractional equations and inequalities;		X			
26. Define and identify a function;	X	X			
27. Distinguish between a function and a relation;	X	X			
28. Solve problems involving direct or inverse variations;	X	X			
29. Identify subsets of the real numbers;	X	X			
30. Distinguish between rational and irrational numbers;	X	X			
31. Perform the fundamental operations on monomials containing radicals;		X			
32. Solve equations containing radical expressions;	X	X			

	1AN	2CN	3CM	4SP	5SA
33. Solve a quadratic equation;	X	X			
34. Use the discriminant to determine characteristics of a quadratic equation;	X				
35. Solve verbal problems requiring the use of quadratic equations;	X	X			
36. Express in symbolic form trigonometric functions of an acute angle of a right triangle;		X			
37. Use trigonometric relations in direct measurement.		X			X

MILITARY SCIENCE
GRADES 10, 11 and 12

INTRODUCTION

Leadership training, through the medium of the classroom and the leadership laboratory, exposes the cadet to such subjects as human relations, management of resources, and communication skills, all of which will prepare the cadet for a career of leadership in any civilian or military field.

In the leadership laboratory the cadet learns military customs and courtesies, flag etiquette, basic drill positions and movements, and commands that will enable him to participate in parades and ceremonies.

The three sponsoring services (Army, Navy, Air Force) emphasize different subject matter; however, the overall behavioral objectives are similar. The military science program sponsored by the Army emphasizes leadership development; the Navy stresses naval science; and the Air Force, aerospace education.

Prerequisities

1. The student must be fourteen years or older;
2. An American citizen;
3. In good health and physically fit.

The student will:

	1AN	2CN	3CM	4SP	5SA
1. Exhibit a strong sense of integrity, responsibility, respect for other persons; increased insight into ethical values and principles; the ability to live and work cooperatively with others; and a respect for constituted authority;			X	X	X
2. Demonstrate leadership potential and an appreciation of education and vocational opportunities afforded by the Armed Services of the United States;		X			

	1AN	2CN	3CM	4SP	5SA
3. Demonstrate the basic military skills necessary to function effectively as a member of a military team;	X	X	X	X	
4. Demonstrate familiarity with the history, purpose and structure of the defense establishment and an understanding of the role played by the services in support of national objectives;	X				
5. Explain the importance of physical education in leadership training;					X
6. Display the ability to communicate effectively both orally and in writing;	X	X	X		
7. Exhibit habits of self-discipline;		X			X

MUSIC
PRE-KINDERGARTEN - 12 CONTINUUM

INTRODUCTION

The goal of the general music program is to nurture the interest and involvement of all children and young people in music. The instructional program offers a variety of esthetic, cognitive, and psycho-motor experiences. Each musical experience is designed to serve as a foundation for the succeeding level(s) of understanding and performance.

The instrumental music program is designed to provide opportunities for exploratory experiences beginning at pre-kindergarten level and intensive instruction in band and orchestral instruments beginning in grade four.

At the secondary level there are course electives and/or a music major which offer instruction in choral music, music history, music theory, black music, orchestra, band, music appreciation, piano, and organ. Students in secondary level courses will be encouraged to consider the avocational and career options available through music.

PERFORMANCE TASKS

Elementary Level:

Given a variety of exploratory activities based upon the constituent and the expressive elements of music the student will:

	1AN	2CN	3CM	4SP	5SA
1. Interpret differences in rhythm, tempo, dynamics, and tone qualities with verbal, musical, or physical responses;	X		X		X
2. Sing note songs as a member of a group;	X		X		X
3. Sing the call part of call-response songs as soloist or as member of a small group;	X		X		X
4. Play simple classroom instruments;			X		X
5. Listen purposefully to interpret musical meanings;	X	X	X		

	1AN	2CN	3CM	4SP	5SA
6. Identify selected orchestral instruments by sight and sound;	X	X	X		
7. Interpret notational features of musical compositions on appropriate learning levels;	X	X	X		
8. Participate in singing games, action songs, and folk dances with confidence and enthusiasm;	X		X		X
9. Demonstrate skill in using music texts by locating information, following verse order and interpreting musical meanings;	X	X	X		X
10. Demonstrate concert manners at musical programs	X	X	X	X	X
Given sequential experiences in listening, performing, and creating which are based upon the constituent and the expressive elements of music, the junior high school student will:					
1. Compare and contrast the timbre of various musical and non-musical sounds;	X		X		
2. Listen purposefully to recognize the tone color of instruments;	X		X		
3. Demonstrate the use of dynamics as an expressive element of music;	X	X	X		
4. Identify ways in which tempo is used to convey musical meanings;	X	X	X	X	
5. Identify differences in rhythmic patterns;	X	X	X	X	
6. Identify at sight the note of the treble staff;	X	X	X		
7. Recognize the differences in musical texture;	X		X		

Music	1AN	2CN	3CM	4SP	5SA
8. Identify variations in musical form;	X		X		
9. Distinguish aurally and visually between consonance and dissonance;	X	X	X		
10. Play song accompaniments on the autoharp from chordal notation;	X		X		
11. Identify major key signatures;	X	X	X		
12. Sustain (with the voice or a melody instrument) a harmony part against a melody line.	X	X	X		X
Instrumental Music					
Given a variety of exploratory experiences and a series of intensive instructional sessions, determined by individual student interest and ability, the senior high school student in the instrumental music program will:					
1. Demonstrate proficiency in the care, assembly, dismantling, and maintenance of the instrument compatible with acceptable hygienic and mechanical standards;	X	X	X		X
2. Demonstrate the ability to identify and interpret the following musical symbols, signs, and terms through instrumental performance: natural, staff, allegro, detache, scale, fine, andante, moderato, staccato, sharp, slur, measure, ritard, legato, flat, tie bar line, fermato, D. C. al fine;	X	X	X		X
3. Utilize rote playing by employing musical concepts and techniques to identify and produce designated pitches;	X	X	X		X

Music

	1AN	2CN	3CM	4SP	5SA
4. Create and perform music for the instrument that reflects mastery of technique and understanding of concepts;	X	X	X		X
5. Demonstrate correct embouchure and tonguing (wind instruments), bowing (stringed instruments), playing, position, posture, and hand position;	X	X	X		X
6. Demonstrate the ability to play with tone and intonation to a degree acceptable to instructor;	X	X	X		X
7. Demonstrate proficiency in playing musical selections of increasing difficulty;	X	X	X		X
8. Identify one's instrument by physical characteristics, timbre and role in relation to instrumental family and musical organizations;	X	X	X		
9. Demonstrate understanding of the elements of music score notation, pitch, rhythm, key, dynamics, tempo, meter, melody, harmony, form and accidentals by definition and interpretation;	X	X	X		
10. Identify from given key signatures any major key with up to three sharps and three flats;	X	X	X		
11. Perform with confidence as part of an ensemble or as a soloist.	X	X	X	X	X

SCIENCE

PRE-KINDERGARTEN-12 CONTINUUM

INTRODUCTION

The purpose of this list of behavioral objectives is to provide an overview of the sequential nature of the science program for all students. The objectives from pre-kindergarten through the course biology state the competencies to be acquired by students to fulfill science requirements for graduation from high school by taking biology as the one credit in laboratory science. However, students who elect to fulfill these requirements by taking other science courses will have objectives to achieve which are tailored to the course offering selected.

This overview provides information about the kinds of learning expected of students at each level of science instruction. It should prove to be a valuable tool for planning learning experiences for students as they progress from level to level.

PERFORMANCE TASKS

The student will:

	1AN	2CN	3CM	4SP	5SA
1. Demonstrate the ability to respond with self-confidence to objectives, events, and orderliness found in the environment;					X
2. Classify animals according to their external features, habitats, and locomotion;	X				
3. Classify plants according to their external features and habitats;	X				
4. Classify objects and organisms, and identify them according to their types, forms, and properties;	X				
5. Identify the sense organs and their value to man in his perception of his environment;					X
6. Identify the existing characteristics which distinguish night, day, seasons, and weather conditions from one another;	X				

	1AN	2CN	3CM	4SP	5SA
7. Describe the properties of the solar system in terms of the interaction of the bodies found therein;	X				
8. Identify the natural resources of D.C. and list ways to help conserve and renew them;				X	
9. Communicate, in writing and/or orally, evidences of the interaction in the physical world, including the exchange of energy;			X		
10. Describe interactions of organisms with their environment (including man's utilization of them);			X		
11. Identify those bodily functions and needs that are necessary to maintain a healthy existence;					X
12. Construct models of simple scientific instruments and apparatus to demonstrate natural phenomena and use the models to collect data;					X
13. Identify and formulate a hypothesis and conduct experiments to support or reject a hypothesis;	X				
14. Measure distances, volume, weight, and temperature using the metric system;	X				
15. Give examples and describe the usefulness of six simple machines;	X				
16. Attack and defend ideas and issues related to science topics with objective enthusiasm;					X
17. Identify and describe some of the major components and properties of the earth's crust, including man's utilization of natural resources;	X				

	1AN	2CN	3CM	4SP	5SA
18. Name four scientists and their contributions to science;	X				
19. Cite at least five science and/or science related fields of work;				X	
20. Use the aforementioned skills in order to read and discuss science oriented materials for own enjoyment.			X		

PERFORMANCE TASKS

Junior High School Level

The student will:

	1AN	2CN	3CM	4SP	5SA
1. Demonstrate a development of scientific values, career aspirations, and attitudes which will insure worthwhile personal involvement of the individual with his environment;					X
2. Report observations in quantitative and qualitative terms;			X		
3. Classify organic and inorganic forms according to their properties and their relationships to other forms;	X				
4. Make measurements and use them scientifically;	X				
5. Identify and use different dimensions to measure time, space and matter;	X				
6. Demonstrate the ability to communicate his understanding of science content matter through verbalizations, written reports, and research, including correct usage of grammar and spelling;			X		

	1AN	2CN	3CM	4SP	5SA
7. Demonstrate the ability to make predictions, formulate hypotheses and measure their accuracy;	X				
8. Make inferences and distinguish them from observations;	X				
9. Collect and interpret scientific data according to established procedures;	X				
10. Design and implement an experiment using a systematic approach;					X
11. Construct models based on the relationship of their component parts;					X
12. Use the aforementioned skills to read, interpret, and discuss science oriented materials for his own enjoyment;			X		
13. Identify clusters of occupations which are based on man's quest for further knowledge (research) or to utilize and apply his present knowledge of science and technology.					X

BIOLOGY

The student will:

1. Demonstrate the ability to combine concepts, principles, and generalizations, given a scientific question or problem involving biology, by developing relevant hypotheses that can be tested through a series of experiments;	X				
2. Cite ten examples of how scientists have made their inquiries and investigations from generation to generation;	X				

	1AN	2CN	3CM	4SP	5SA
3. Describe the mechanisms by which living systems obtain and produce energy and synthesize organic compounds;				X	
4. Synthesize his observations of cells and apply them to the theoretical structure of the cell concept by comparing and contrasting various kinds of cells and groups of cells on the basis of their similarities and their differences;	X				
5. Demonstrate the ability to classify organisms according to a taxonomic system;	X				
6. Communicate in writing and/or verbally evidences that organisms are the product of their heredity and environment;			X		
7. Differentiate and classify various types of plants and animals on the basis of their characteristics;	X				
8. Identify and compare the similarities and differences among micro-organisms and their effect upon man and his environment;	X				
9. Demonstrate the ability to combine morphological and physiological concepts, and principles and generalizations, using the coordinated action of the life systems;	X				
10. Recognize and analyze the ecological system's value to the biologists;	X				
11. Demonstrate the ability to experience and enjoy nature as being esthetically rewarding;					X

	1AN	2CN	3CM	4SP	5SA
12. Demonstrate fundamental skills in manipulating materials and equipment and in gathering, organizing, and communicating scientific information;					X
13. Demonstrate the ability to handle laboratory apparatus in a skillful manner, giving due attention to accident prevention;					X
14. Demonstrate the ability to make purposeful, objective observations of organisms and events needed for developing or testing inferences, hypotheses, and the gathering of facts;	X				
15. Show proficiency in the use of established scientific techniques (e.g., organization of experments, useful dissections, orderliness in lab, manipulation of microscope, good record keeping);					X
16. Record observations accurately and organize data and ideas in ways that enhance their usefulness.			X		

SOCIAL STUDIES
KINDERGARTEN - 12 CONTINUUM

INTRODUCTION

Definition - Social studies are those instructional courses, programs and projects that are designed to help students understand, analyze, react to, and act upon:

1. The relationship of human beings to the world in which they live;
2. The relationship of human beings to other human beings;
3. The relationship of human beings to themselves.

Note - Consumer skills, communications skills and self actualization skills are interwoven throughout the entire social studies curriculum.

PERFORMANCE TASKS

The student will:

	1AN	2CN	3CM	4SP	5SA
1. Recognize the different roles of people within the family, school and community;	X				
2. Recognize the importance of the family as a good and exciting institution;					X
3. Participate in celebrations of major national holidays;				X	
4. Describe in simple terms the basic socio-economic needs of man such as food, clothing, transportation, etc.;	X				
5. Compare reasons for the growth of neighborhoods and for the growth of cities, emphasizing the role of geography;	X				
6. Trace the growth of one's own neighborhood — stressing the role of founders, the ways the community has changed, and the role of workers in the neighborhood.	X				

Fundamentals of Geography with a Survey of the Regions of the United States

	1AN	2CN	3CM	4SP	5SA
The student will:					
1. Identify specific land and water areas by name, shape, and size;	X				
2. Describe the size and shape of continents, oceans and seas;	X				
3. Locate the major regions of the United States;	X				
4. Demonstrate an elementary understanding of concepts concerning the Earth as a planet, shape, movement, etc.;	X				
5. Demonstrate an elementary understanding of directions, natural features, measurement and the grid.	X				
American History...A biographical approach emphasizing the period of exploration through the Revolutionary War					
The student will:					
1. Identify the people involved in the exploration and settlement of America;				X	
2. Compare and contrast the economic and religious motives underlying the founding and settlement of the colonies;	X				
3. Demonstrate an elementary understanding of the concepts of self-government;				X	
4. Demonstrate a knowledge of the pioneers involved in the settlement of the West, the geographic factors involved, and the influence of the West on American life;	X				
5. Identify some problems of majorities and minorities in this country;				X	

	1AN	2CN	3CM	4SP	5SA
6. Describe the life and contributions of some famous leaders in the United States to government, geographical knowledge, industry, economics, social welfare, art, etc.;				X	
7. Outline the causes and results of the Revolutionary War;	X				
8. Describe the influence of the physical environment on such men and movements in American History as the explorers, the colonists, westward expansion, and the Industrial Revolution.	X				
Basic Geography in a World Setting					
The student will:					
1. Demonstrate increased competency in map and globe skills taught in 4th grade -- location, direction, map symbols, measurements, grid, types of maps;	X				
2. Identify and locate the basic climatic regions and explain how people make adjustments to them;	X				
3. Demonstrate an understanding of geographical terms and concepts such as basic land forms, water forms, the relationship between settlement patterns and economic activities, and factors involved in trade and transportation;	X				
4. Compare and contrast the geography of the United States and Canada in such ways as to show how man has adapted to the environment and the ways in which he has made changes in his environment;	X				
5. State the outstanding characteristics of some specific cultural areas of Latin America, Europe and Asia, the Middle East and Africa from the viewpoint of their importance in current events;				X	

	1AN	2CN	3CM	4SP	5SA
6. Demonstrate an understanding of the concept of interdependence of nations;				X	
7. Demonstrate an elementary knowledge of the economic systems of the countries studies — how resources are allocated, how production is organized; how goods and services are allocated to satisfy human wants.		X			

United States Regional Geography

The student will:

1. Demonstrate a competency in map and globe skills taught in the 4th and 6th grades — location, grid, earth-sun relationships, geographic terms;	X				
2. Demonstrate a knowledge of the earth as the home of man in such areas as: climate, major types of land forms, natural vegetation regions, soils, water resources, mineral resources and ecology;	X				
3. Enumerate the needs for local and national conservation measures;				X	
4. Demonstrate an elementary understanding of the laws of supply and demand;		X			
5. Identify the major regions of the United States in regard to physiographic features, states within the region, chief cities, resources, and other distinctive features;	X				
6. Show that manufacturing and processing centers are located in reference to productive resources, markets and transportation facilities;		X			
7. Identify the factors contributing to industrialization, urbanization, and the transportation systems linking that region;	X				

	1AN	2CN	3CM	4SP	5SA
8. Trace the reasons for the growth of cities — past and present and for the development of the modern day megalopolis;	X				
9. Demonstrate a knowledge of Washington, D. C. in regard to location, geography, transportation, occupations, cultural conditions, politics, education, problems, etc.				X	
<u>American History...with emphasis on the period from 1700 until 1865</u> The student will: 1. Explain the cause and effect relationships of early American government;	X				
2. Outline the causes and results of the American Revolution;	X				
3. Trace the growth of political parties;	X				
4. Analyze (on an elementary level) the purpose and principles of the Declaration of Independence, Constitution, and the Bill of Rights;				X	
5. Relate the role and contribution of ethnic and minority groups to our nation's growth and progress;				X	
6. Identify the international problems of the period from 1789 to 1865 — including the War of 1812, Monroe Doctrine, Mexican War;	X				
7. Explore western expansion and the rise of sectionalism;	X				
8. Establish the meaning of States rights and reform.	X				

Electives

Civics

The student will:

1. Analyze the structure of the Federal Government and the Government of the District of Columbia;
2. Recognize the rights and responsibilities of the individual citizen;
3. Participate in community activities.

Exploring the History of Afro-Americans (1 sem.)

The student will:

Recognize the role of the Afro-American in United States history from early days to the present.

Minorities in American Life (1 sem.)

The student will:

1. Identify the background of the country's minorities;
2. Recognize the contributions made by various groups;
3. Demonstrate an understanding and a concern for the conditions and the needs of each minority.

World Geography (1 sem.)

The student will:

1. Demonstrate competency in the application of the geographic background obtained in previous grades to developing an understanding of people and cultures in other parts of the world;

1AN	2CN	3CM	4SP	5SA
			X	
			X	
			X	
X				
X				
			X	
			X	
			X	

	1AN	2CN	3CM	4SP	5SA
2. Analyze the influence of economics on current affairs.		X			
Ancient and Medieval History (1 year) The student will: Demonstrate a knowledge of the history and geography of the earliest civilizations through the medieval period, with emphasis on the various peoples and their cultures.	X				
World History (1 year - either 9th or 10th grade elective) The student will: Demonstrate a meaningful grasp of the important broad movements of history -- especially the non-western world -- and the interdependence of people.	X				
Modern History (1 year) The student will: Describe the forces that have shaped human experiences, emphasizing the geographic, political, social and cultural factors and those historical events that have had a continuing influence on man's ideas and institutions.	X				
Consumer Economics The student will: Demonstrate competency in such major areas as management of money, using credit, buying goods and services, understanding laws about taxation, government regulations, etc.		X			

	1AN	2CN	3CM	4SP	5SA
Urban Studies (1 sem.) The student will: 1. Identify the problems of living in our urban world; 2. Analyze various suggested solutions.				X X	
Contemporary Africa (1 sem.) The student will: 1. Identify the various kinds of African culture; 2. Describe the changing African scene with its contrast of colonialism, emergent nationalism, independence and the problems inherent in them.	X X				
Afro-American History (1 sem.) The student will: Outline the history of the Afro-American from the study of the kingdoms of ancient Africa to the problems and social revolutions of the present day.	X				
Other Senior Level Electives 1. Far Eastern History 2. African History 3. Latin American History 4. Russian History 5. Anthropology 6. Law I & Law II 7. Sociology I & II 8. World Problems 9. Psychology 10. Economics Required Subjects American History, focusing on the period of Reconstruction to the present day (1 year) The student will: 1. Demonstrate a knowledge of previous body of subject matter dealing with economics, politics, social and geographical reasons for sectionalism;	X				

	1AN	2CN	3CM	4SP	5SA
2. Identify the major effects of the Reconstruction period and relate their influences;	X				
3. Trace the growth and influence of industrialization, the changing nature of competition, and the relationship of big business with state and federal governments;	X				
4. Relate the rise of the labor movement to economic events and conditions of the period;	X				
5. Interpret the nature and purpose of foreign policy, stating reasons for the changes during our history;					
6. List the causes and effects of World War I and World War II and draw comparisons;	X				
7. Analyze the change in the quality of life brought about by scientific and technological advances;	X				
8. Interpret the structure, development and limitations of the United Nations;				X	
9. Identify terms and concepts associated with the civil rights movement.				X	
American Government (1 sem.)					
The student will:					
1. Analyze and understand the purposes, principles, and structure of the United States Government;				X	
2. Examine the changing relationship between the three branches of our national government;				X	

	1AN	2CN	3CM	4SP	5SA
3. Analyze the sources of power and how they impinge upon the operation of the government;				X	
4. Identify the type, structure, and powers of the D. C. Government;				X	
5. Identify the duties, responsibilities and rights of citizens.				X	

TRADE AND INDUSTRIAL EDUCATION

PRE-KINDERGARTEN - 12 CONTINUUM

INTRODUCTION

The overview which follows highlights the general performance tasks which each student who has completed any one of the Board approved T & I programs is expected to attain. The programs are sequentially presented at the 10-11-12 grade level in some academic high schools and/or career centers.

These tasks represent the commonalities which are woven through the entire T & I program fabric. The behaviors are applicable to all programs, e.g., from shoe repair to digital electronics.

These common threads of learning form the basis for effective education and career preparation.

PERFORMANCE TASKS

The student will:

	1AN	2CN	3CM	4SP	5SA	6TS
1. Analyze and explain the roles of management and labor in relation to a chosen trade area;	X			X		
2. Assess abilities and interest as they relate to careers in that trade area;	X				X	
3. Demonstrate the safe use of equipment, supplies, materials, equipment and techniques related to the trade;		X				X
4. Increase proficiency through the use of the materials, equipment related to the trade;		X				X

TRADE AND INDUSTRIAL EDUCATION

The student will:

	1AN	2CN	3CM	4SP	5SA	6TS
5. Formulate positive opinions regarding occupations in the trade;		X			X	
6. Exhibit a willingness to discuss technical aspects of the trade;			X			X
7. Generate a positive attitude towards equipment operation and safe operating procedures;					X	X
8. Display an awareness of the trade's trends which reflect current and future vocational employment practices;				X		
9. Read basic working drawings, prints, and become knowledgeable of basic kinds of specifications used in the trades;			X			X
10. Investigate the various occupations dealing either directly or indirectly with that trade;	X				X	
11. Exhibit a willingness to solve the technical problems relating to the trade;	X					
12. Gather data dealing with the fact that today's worker may have to change jobs a number of times during a working career;	X			X		
13. Demonstrate, exhibit or describe the laws, principles and concepts associated with the trade;	X					

	1AN	2CN	3CM	4SP	5SA	6TS
14. Demonstrate a willingness to exhibit efficient use of time;					X	
15. Examine personal goals and desired life style to occupational areas;	X				X	
16. Apply fundamental math, science or English concepts and skills to their trade;	X		X			
17. Display skills in completing formal job application forms, specifically reading and writing;		X	X			
18. Use an alphabetical system to locate job related information;		X	X			
19. Take, follow and give written and verbal instructions;		X	X			
20. Demonstrate those entry level trade competencies which will make them employable in the chosen trade.	X	X	X	X	X	X

DEFINITIONS

System Goal: A broad statement of purpose, organization-wide in scope, which identifies the purposes for which the school system exists. The goals are stated in terms of student characteristics and are idealistic and representative of ideals toward which the system strives.

Instructional Program: The total curriculum services and activities of a school or school system which provide instruction for learners for the purpose of bringing about maximum learning.

Competency: The ability of an individual to perform a task at a required or specified level of proficiency.

Guidepost (Milestone, Checkpoint, Event, or Level): A definable point along a continuum which identifies a performance task or set of tasks to be completed by the learner as he progresses along the continuum.

Skills: Competencies acquired by observation, study, or experience in mental, emotional, and/or physical performance which are required for the mastery of school work or other activity.

> **Cognitive Skills:** Mental competencies which deal with the development of intellectual abilities such as visual memory, auditory memory, reasoning ability, and sequential processing.
>
> **Affective Skills:** Emotional competencies which indicate the degree to which interests, attitudes, and values are present and, subsequently, the changes in direction and intensity which result from instruction.
>
> **Psychomotor Skills:** Motor competencies requiring manipulation of an object, the operation of a tool to produce a product, or a specified body movement for a physical routine.

Norm-Referenced Test: A measure used to ascertain an individual's performance in relationship to the performance of other individuals on the same measuring device, permitting relative comparisons among individuals.

System Objective: A general statement of purpose with system-wide applicability. The objectives are more specific than the system goals, but are consistent with and supportive of them. They have an established time for attainment ranging from one to five years and are measurable or capable of documentation.

Curriculum: All of the instructional activities planned and provided for students by the school or school system.

Continuum: An orderly, planned sequence of learning experiences, Pre-K through 12, planned for and participated in by a learner or group of learners, which is intended to lead to the acquisition of a predetermined list of competencies arranged to reflect increasingly more complex skills.

Performance Task: An activity or series of activities to be undertaken by an individual or small group to accomplish a specific outcome.

Evaluation: A process of assessment in which the current status of the instructional program of a school system, school, or other organizational unit is appraised and compared with:

a) The extent to which predetermined objectives and purposes have been attained;

b) A set of appropriate criteria or standards;

c) A previous status; or

d) The current status of others.

Criterion: A standard of performance.

Criterion-Referenced Test: A measure used to ascertain an individual's status with respect to a specified criterion, permitting a determination of whether or not an individual possesses a specific competence.

Regional Objective: A general statement of purpose having a greater degree of specificity than system objectives and with region-wide applicability within the initiating region. Regional objectives support the system objectives and represent the contribution of the region toward attainment of system objectives. They have a time limit ranging from one to five years, and results are measurable.

Rationale: An explanation of the underlying and controlling principles of belief which determine, and consequently reflect, the curriculum of the school system.

Marketable Skill: A salable competency desired in the market place.

Hierarchy: An arrangement of performance tasks, from simple to complex, into a series of tasks which, when mastered in sequence, lead to the mastery of a specific skill.

Norm: A standard of performance based on the normal distribution of behavior exhibited by a sample group.

School System: An administrative unit at the local government level which exists primarily to operate schools or to contract for school services. The school system consists of and embraces all of its component parts including instructional services, business services, administrative services, maintenance services, and personnel services.

Component: An integral part of a larger entity or system which functions independently, but which exists to aid the larger system in achieving its goals and objectives.

Skill Mastery: The ability to demonstrate a specific skill at or above a previously established criterion level.

Proficiency Level: The level of student achievement as measured by system-wide criterion-referenced tests administered to students at specified checkpoints along the continuum.

Standardized Test: A test composed of a systematic sampling of behavior, having data on reliability and validity, administered and scored according to specific instructions, and capable of being interpreted in terms of norms.

CURRICULUM ADVISORY COMMITTEE

MEMBERS

Brown, Joan W., Chairperson - Assistant to Associate Superintendent, Office of Instruction

Barry, Paula - Teacher, Health, Physical Education and Safety, LaSalle Elementary School

Bates, Barbara - Teacher, Health, Physical Education and Safety, Syphax Elementary School

* **Berch, Mollie L.** - Assistant Director, Social Studies, Whittier School

Bolden, Frank P. - Director, Health, Physical Education and Safety, Hayes Administration Building

Broadus, Lois - Reading Specialist (Retired)

* **Brown, Shirley O.** - Representative, Council of School Officers

Caldwell, Frankie - Teacher, Language Arts, Mott and H.D. Cooke Elementary Schools

* **Calendar, Betty J.** - Teacher and WTU Representative, Miner Elementary School

Cobb, Herman, Jr. - Director, Evaluation System, Division of Research and Evaluation

Diggs, Thomas - Acting Supervising Director, Science Department, Carver School

Duke, Florence - Teacher, Language Arts, Tubman Elementary School

Ellis, Viola - Supervisor, Language Arts, Region V

Fisher, Harold - Union Representative, Washington Teachers Union

* **Freeman, Vinna L.** - Supervising Director, Health, Physical Education and Safety, Hayes Building

Friedman, Kenneth - Teacher, English, Woodson Junior High School

Golabek, Dennis B. - Supervising Director, Distributive Education, Burdick Vocational High School

Gordon, Elaine - Teacher, Language Arts, Slowe Elementary School

* **Harbeck, Mary B.** - Assistant Director, Science, Region II

Hood, Theresa - Supervising Director, Health Occupations, Bruce Building

Hughes, LeCount - Teacher, Health, Physical Education and Safety, Woodson Senior High School

Hunter, Earl - Research and Planning Associate, Division of Research and Evaluation

* **Jackson, Florence W.** - Director, Curriculum and Staff Development, Region II

* **Johnson, Richard H.** - Teacher, Social Studies, Banneker Junior High School

Jones, Aubrey - Teacher, Science, Turner Elementary School

* **Juggins, Laurice P.** - Supervisor, Region V Staff

Laroche, Julia B. - Supervising Director, Foreign Languages, Kalorama Center

* **Lewis, Nellie** - State Director, Right to Read Program, Old Brookland School

* **Marshall, Marie H.** - Supervisor, Instructional Services, Region I

Maxwell, Frank - Assistant Director, Music Department, Presidential Building

Odom, Cheryl - Teacher, Health, Physical Education and Safety, Macfarland Junior High School

Owens, Mary - Reading Specialist, Wheatley Elementary School

* **Parker, Lillie B.** - Director, Staff Development/Curriculum, Region IV

* **Polk, Lucille N.** - Supervising Director, Business Education, Bruce Administration Building

Pruitt, Castle - Teacher, Health, Physical Education and Safety, Macfarland Junior High School

Ramos, Barbara A. - Supervising Director, Home Economics, Bruce Administration Building

Silverman, Sol - Supervising Director, Industrial Arts, Madison Building

* **Smith, Jean C.** - Teacher and WTU Representative, Kimball Elementary School

Smith, Raymond - Supervising Director, Military Science, Presidential Building

* **Smith, Truman B.** - Teacher, Science, Sousa Junior High School and WTU Representative

* **Stephens, Dorothy C.** - Supervising Director, Mathematics, Region V

Stewart, Colston - Teacher, Health, Physical Education and Safety, Eastern Senior High School

Tangman, Edward - Supervising Director, Trade and Industrial Education, Phelps Vocational High School

Tremblas, Ernestine - Assistant Director, Mathematics, Region I

* **Turner, Mable I.** - Teacher and WTU Representative, Chamberlain Vocational High School

Wells, Elaine C. - Assistant Director, Social Studies, Region V

White, Mary - Special Assistant, Curriculum, Region IV

* **Williams, Marie B.** - Supervising Director, Art, Slowe Elementary School

* **Wood, Johanna** - Assistant Director, Library Science, Jefferson Administration Building

Wood, Wilma W. -Staff Development/Curriculum Coordinator, Region VI

Woodson, Minnie - Representative, PTA Education Committee (Retired Teacher)

Young, Joan - Teacher, Health, Physical Education and Safety, Cardozo

* *Continuing Membership*

Many thanks to all persons not listed who contributed to the production of this document.

Prepared by

The Office of Instruction

J-67108